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UNITED STATES MARINE CORPS

MARINE CORPS VALUES AND LEADERSHIP

USER'S GUIDE

FOR

DISCUSSION LEADERS

(USER'S GUIDE TO MARINE CORPS VALUES)



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DISCUSSION LEADERS

(USER'S GUIDE TO MARINE CORPS VALUES)

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TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
TABLE OF CONTENTS.....	i
FOREWORD.....	iii
INTRODUCTION.....	iv
1 DISCUSSION LEADING TECHNIQUES.....	1-1
2 MARINE CORPS CORE VALUES.....	2-1
3 CORE VALUES.....	3-1
4 CORE VALUES: PROFESSIONALISM AND ETHICS.....	4-1
5 ETHICAL LEADERSHIP.....	5-1
6 RIGHT -VS- WRONG.....	6-1
7 MENTORING.....	7-1
8 SUBSTANCE ABUSE.....	8-1
9 SEXUAL HARASSMENT.....	9-1
10 EQUAL OPPORTUNITY.....	10-1
11 FRATERNIZATION.....	11-1
12 CUSTOMS AND COURTESIES.....	12-1
13 USMC COUNSELING PROGRAM.....	13-1
14 PROFESSION OF ARMS.....	14-1
15 FOUNDATIONS OF LEADERSHIP.....	15-1
16 PHILOSOPHY OF LEADERSHIP.....	16-1
17 LEADERSHIP ROLES.....	17-1

TABLE OF CONTENTS

18	LEADER STYLES.....	18-1
19	LEADER AND FOLLOWER.....	19-1
20	DEVELOPING SUBORDINATE LEADERS.....	20-1
21	COMBAT LEADERSHIP.....	21-1
22	PROFILES IN COURAGE.....	22-1
23	LEADERSHIP TRAINING.....	23-1
24	DISCUSSING FAMILY READINESS.....	24-1
	DEFINITIONS.....	A-1

FOREWORD

"...A sound body is good; a sound mind is better; but a strong and clean character is better than either."

**Theodore Roosevelt
Address at Groton, Mass., 24 May 1904**

The United States Marine Corps is the world's premier fighting force. More than 220 years of success and tradition have helped carve a place for Marines in the hearts of Americans. We epitomize that which is good about our nation and personify the ideals upon which it was founded. Generation after generation of American men and women have given special meaning to the title United States Marine.

The Nation expects more of the Marine Corps than just success on the field of battle. America requires its Marines to represent her around the globe as a symbol of the might, resolve, and compassion of our great country. Feared by enemies, respected by allies, and loved by the American people, Marines are a "special breed." This reputation was gained through and is maintained in a set of enduring core values that form the bedrock and heart of our character.

Ensuring that today's Marines uphold the legacy of those who have gone before begins at the recruit depots and Officer Candidates' School. Here we undertake the transformation of young Americans into Marines, and ultimately into contributing citizens in our communities in a unique and indelible way.

From our earliest days as Marines, we are taught that the Marine Corps is a special team -- a family. Just as the family should play a major role in the upbringing of children, the Marine Corps embraces this noble responsibility in the "upbringing" of Marines in the Marine family.

Part of belonging to the Marine team and family involves incorporating the values of that team into the daily lives of each of its members. We all understand, and must subscribe to, our Corps values: honor, courage, commitment. There are other values which we honor as defenders of the constitution: the ideals of democracy, fairness, faith, and freedom. These values and the basic concept of right and wrong, are cornerstones in building Marines. These basic values are the "anchor points" of many of the lessons contained in this guidebook.

This discussion guide also contains numerous lessons on leadership. Leaders at all levels are charged with instilling the lessons of our heritage and inculcating and reinforcing the values that define our unique character. Just as our values set us apart, our leadership is at the heart of why Marines enjoy a reputation that is unparalleled among those practicing the profession of arms.

This publication is a tool to assist leaders in instilling and sustaining the lessons of values and leadership. I charge leaders from the fire team leader to the force commander to use these lessons in their efforts to ensure that today's and tomorrow's Marines continue to reflect the very best of the legacy of yesterday's Marines.

R. R. BLACKMAN, JR.
President, Marine Corps University

INTRODUCTION

The User's Guide to Marine Corps Values is to be used as a tool to help ensure that the values of the Corps continue to be reinforced and sustained in all Marines after being formally instilled in entry level training. This document is a compendium of discussion guides developed and used by Marine Corps formal schools. The guides are part of the formal inculcation of values in young Marines, enlisted and officer, during the entry level training process. This guide is designed to be used as a departure point for discussing the topics as a continuation of the process of sustaining values within the Marine Corps.

The User's Guide also serves as a resource for leaders to understand the "talk" and the "walk" expected of them as leaders. New graduates of the Recruit Depots and The Basic School have been exposed to these lessons and expect to arrive at their first duty assignments and MOS schools to find these principles and standards exhibited in the Marines they encounter. Leaders must remember that as long as there is but one Marine junior to them, they are honor bound to uphold the customs and traditions of the Corps and to always "walk the walk and talk the talk." We are the "parents" and "older siblings" of the future leaders of the Marine Corps. America is depending on us to ensure the Marines of tomorrow are ready and worthy of the challenges of this obligation.

Teaching, reinforcement, and sustainment of these lessons can take place in the field, garrison, or formal school setting. Instructional methodology and media may vary depending on the environment and location of the instruction. However, environment should not be considered an obstacle to the conduct or quality of the instruction. This guide has been developed as a generic, universal training tool that is applicable to all Marines regardless of grade. Discussion leaders should include personal experiences that contribute to the development of the particular value or leadership lesson being discussed.

The Marine Corps University (MCU) is interested in your thoughts on this publication. You are encouraged to contribute to this evolutionary and living process for instilling values in Marines. Every Marine is part of the process. Therefore, if you have developed successful discussion guides, lessons, or you would like to provide input into existing guides, the point of contact at MCU is the Director, Operations and Policy, DSN 278-2260/5050, commercial (703) 784-2260/5050, fax -5916. You may also visit the Marine Corps University Homepage on the World Wide Web at <http://WWW-MCU.MQG.USMC.MIL>

UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

DISCUSSION LEADING TECHNIQUES

1. Introduction. During any period of instruction, it is important that you, as the instructor, gain the attention of your students and provide a sense of enthusiasm and a desire to learn. If you use slides or other media, describe how this media will help to gain student's attention. Use an attention gainer that is related to your class. Once you have gained their attention you must sell your lesson. Tell your students why it is important for them to listen to your lesson. The instructor must impress upon the students their need to know the material. If the instructor can generate in each student a sense of personal involvement with the material, mastery of the subject matter will be made easier. Generate interest in your group by being enthusiastic about your topic. This will stimulate and motivate the students.

2. Overview. The purpose of this instruction is to explain how to lead a guided discussion.

3. References. Not applicable.

4. Discussion Leader Notes. Not applicable.

5. Discussion

a. Know when to use a guided discussion as stated in this lecture.

b. Know the advantages and disadvantages of using the guided discussion as a training technique.

c. Know the tasks of the discussion leader prior to and during the discussion.

6. Methods/Media. The following points outline how to conduct a guided discussion:

a. What is a guided discussion? To have a guided discussion you need:

(1) A leader. This person controls the discussion and makes sure all group members become active Participants.

(2) A desired outcome or goal. This can be a solution to a problem, covering a topic, or something else.

(3) A structure. Certain points need to be covered. Sometimes they need to be covered in a certain order or sequence. The leader controls the structure.

b. When do you use a guided discussion?

(1) If you are instructing a small group (up to 20) all at once, you can use guided discussions often. Sometimes guided discussions take more preparation, patience, and mental quickness on your part than other kinds of instruction. But it can make your job of teaching much easier. Below are some steps to follow to make sure your Marines learn. Guided Discussions help you do every one of them and all at the same time.

(a) Allow practice. Practice may be the most important part of learning. In guided discussions, the members are always practicing by repeating and thinking about what they know and learning from experiences of others.

(b) Determine Marine's strengths and weaknesses. When you conduct good guided discussions, you know whether your Marines are studying and whether they know what they are supposed to know; and you know it now!

(c) Involve all discussion group members actively. In guided discussions, everyone participates and that means more than saying "Yes" or "No," or agreeing or disagreeing.

(d) Motivate your Marines. Part of being motivated is feeling part of the situation. When your group members participate, the instruction relates to them. It is automatically part of their life.

(2) The principal two factors you face in conducting guided discussions are time and group size. It usually takes longer to conduct a discussion of a subject than to lecture about it. Also, guided discussions work best with small groups.

(3) When should you choose guided discussions? Consider this example: Imagine if you were assigned to give a

class on "Survival at Sea" and your student group included members of a Marine amphibious assault team, a Navy submarine crew member, and a Navy fighter pilot. All these individuals are concerned with survival in the ocean because they deploy aboard ships. How would you train them? It depends on the purpose of the instruction.

(a) Example 1: If the purpose of the instruction is simply to identify and describe essential survival items, a lecture and demonstration of the articles might be sufficient.

(b) Example 2: If the purpose is to have the feeling of being on a raft for two days, then experience might be best.

(c) Example 3: If the purpose is to discuss the mental preparation for coping with different situations, the guided discussion might be best.

(4) In each of the examples, we used the word might. That's because there is another thing you need to think about. Guided discussions are dependent on the group members. What experiences do the members bring to the group? In the previous example, the members could probably go on talking forever. They have experiences similar to the topic, like living in the water, being alone, and so on. But what if the group were made up of recruits? Perhaps a lecture would be better because this group may have little or no experience on the subject.

(5) Some groups will "teach" themselves; others may have very little to say; still other groups may require a mixture of discussion and lecture by the discussion leader, though the lecture would be disguised as simply input from the discussion leader. As a resource person, the discussion leader must be prepared to stimulate discussion, to provide direction, and to get the most out of the time being spent. Without the discussion leader's expertise and guidance, a group can flounder and end up in just another bull session.

c. What are the advantages of guided discussions?

(1) Groups usually have more resources than individuals. Varying backgrounds and experiences, ensure new or different approaches.

(2) Group members are motivated by the presence of others. It's natural that a Marine wants to look good in front

of a group. A desire to impress the group motivates each group member.

(3) Group members may feel a stronger commitment and esprit de corps. When your Marines solve their own problems or contribute to the unit's success, they tend to be more motivated to accomplish the tasks.

(4) Participation leads to increased understanding. New ideas, thoughts, opinions, or approaches will increase each Marine's knowledge and skill level. Informed Marines do better than those wearing blinders.

(5) Members acquire or improve communication skills useful in other situations. By discussing any issue, problems, requirements, or plan, you gain more information, new insights and knowledge, and an increased ability to analyze the situation and formulate a course of action.

(6) Members teach each other by discussing their experiences. The real learning experience comes from listening and participating as a group member.

d. What are the disadvantages of guided discussions?

(1) More time consuming than other methods. Any time you open a subject up for discussion by your Marines it will take time.

(2) Discussion can suppress convictions. If you express your feelings on a subject first and then ask subordinates to give their opinions or views, you will probably get your opinions and views right back. The leaders' opinions and group pressure may suppress opinions.

(3) Discussion may substitute talk for action. Talking about "How to solve a problem" is not enough. You must be prepared to take action based on the group's impact. Don't say you will do something or change something unless you truly can. Marines want action, not talk.

e. Tasks of the Discussion Leader prior to the discussion.

(1) Select appropriate subject. Commanders select subjects to be taught based on the needs of their Marines, such as discipline, ethics, why the 292 antenna was put up wrong, why

the maintenance on the MRC110 is unsat. The subject can be selected in advance or on the spot.

(2) Select appropriate training objectives. Decide what there is about the subject you want your Marines to master.

(3) Acquire knowledge and understanding of the subject matter. General D.M. Shoup, 22nd Commandant of the Marine Corps, stated: "To lack intelligence is to be in the ring blindfolded." It is tough to guide a discussion if you do not have a basic understanding of the facts relating to the topic. As the discussion leader, the learning experiences and result is dependent upon your knowledge and skill. If the group cannot answer a question you must be able to do so or to find the answer.

(4) Research backgrounds of group members. Basically, this means know your Marines. Another point to consider is that, based on experiences and assignments, certain Marines will be more knowledgeable on certain aspects of your subject than others. If you learn about your Marines' backgrounds, you may be able to get slow starters involved by relating questions to their personal experiences. For example, what elements of military strategy, like weather, terrain, and so on, are also factors in other aspects of life? When you think about your group, also think about their personalities and how well they express themselves verbally.

(5) Prepare a discussion leader's outline.

(a) This is simply a working guide with built-in flexibility. List your purpose, learning objectives, possible questions, and a direction. Mental outlines can work but writing your thoughts down will help you keep your thoughts straight. Annex B is a sample discussion leader's outline.

(b) Along with each point you intend to cover, write down how you intend to cover it. Are there some points you can cover best by using a slide presentation? Showing a short film? Will you need to hand out written materials? Have the group members refer to a text? Will you summarize or write main points on a transparency? On the chalkboard? How about a sand table or just a diagram drawn in the dirt? Consider every part of your discussion beforehand. The use of questions as a means of directing and stimulating discussion is one of the most effective techniques used by the discussion leader.

(c) You also need to decide how long to spend on each point. Allow enough time for yourself and for the members to talk. It is important to let the group express themselves, and this often takes not only time but patience. Also allow time for prompting individuals or for helping them if they start stumbling. Your assistant discussion leader can usually assist you in "watching" the time schedule.

(6) Prepare extra material. Parts of discussions often go quicker than expected. When this happens, you'll need to expand other parts of the discussion. If you have a lively group, space can be filled simply by allowing more discussion. But you will also want to have extra material ready. For example, if you have one case study planned, have one in reserve too. Also, there is usually at least one point in any topic that "you wish there was more time to go into." Be ready. You may have the time!

(7) Check materials and facilities to be used.

(a) If in a classroom, check lighting, seats and equipment. If in the field, check for poison ivy, snakes, and security. For a balanced discussion, you'll find that a balanced seating arrangement will be necessary. Some individuals will be quick in their delivery; others, slow and deliberate. Some will speak a lot; others, only when prompted. To create a balance, spread these different types evenly throughout the group. Sometimes even the most passive people will become active when caught in a crossfire of discussion.

(b) Before you begin the discussion, set up any equipment or aids you plan to use. Also, arrange the seating. Round tables are preferable, but often not available. So you will probably need to place desks in a circle or elliptical arrangement. The ellipse is probably best if you have a slide or film presentation within the discussion. In the field just have your Marines find a nice "soft piece of terrain" to sit on.

(c) When preparing and leading discussions, it is desirable to have an assistant if possible. This individual could be your XO, SNCO, or anyone you choose. The assistant discussion leader can help guide the discussion, operate training aids, or give summaries--anything you direct.

f. Tasks of the Discussion Leader during the discussion.

(1) Set the stage. Tell your Marines what you are going to discuss. State the purpose of the discussion the objective and the major points to be covered. Also explain any media that will be used and any instructions you want understood before you start.

Example: "Today we'll be talking about the importance of being a leader. Based on the handouts I gave you and on any personal experience you may have, we will first look at people we might call leaders. And some we might not call leaders. Then we will try to pick out characteristics, or traits, that make these individuals leaders. We will also try and define leadership. Finally, we will see a film of four people talking or working with others. After the film we will decide whether or not they are leaders based on our definition."

(2) Start the discussion.

(a) A transition statement is a good way to get started on the move from one point to the next. Your transitions will usually be a question, or end in a question.

Examples: "Who can start by describing a person they think is a leader?" (If no one responds, you might consider calling on one of the more confident looking members.)

"Lt. Smith, could you start by describing a person you think is a leader?"

or

"Let's start by describing someone and see if we think he's a leader." (Then you mention someone to get the discussion going.)

(b) In a guided discussion, you have the added advantage of being able to use the students' words as transitions. For example, after the introduction, a Marine might ask, "When you say leader, do you mean someone who's in a leadership billet?" You could say, "That's a good question. Have all the Marines you have known in leadership billets been leaders?"

(c) Other ideas are to show a film or use a case study to get them involved.

(d) Remember, the way you start the discussion is key to its success. Ensure you create a relaxed atmosphere and obtain their trust at the beginning.

(3) Control the flow of discussion.

(a) The term discussion leader implies the leader has a predetermined plan and guides the discussion towards the objective. It is your duty as the discussion leader to keep your Marines on the subject.

(b) Sometimes you may have to cut off discussion of a particular point to keep the discussion moving ahead. Here the trick is not to interrupt too much. Do this by waiting for an individual to reach the end of his thought. Then use positive statements to cut off the discussion.

Examples: "That's an interesting point. I'd like to come back to that later if there's time."

"That's exactly what we want to get at. Now, Captain Jones has proposed two characteristics of leaders; sincerity and perseverance. Can anyone think of others? How about the leadership traits? What do you think Lieutenant Walker?"

In both cases, you have taken back control. Also, in the second case, you are politely telling Captain Jones, "That's enough on that part of the discussion."

(4) Control group participation.

(a) In a group discussion everyone should be involved and be adding to the discussion. It is your job to control the over-talkative Marine and involve the quiet ones. The proper use of questions will help the discussion leader control participation. There are three types of questions available to the discussion leader. Two types, Direct and Overhead, can be done in advance and incorporated into the discussion leader outline. The third, Redirect, is a spontaneous type question.

[1] Direct. Can be used to involve the Marines who are not taking part. Such as: "LCpl Brown, why do you think a leader must set the example?"

[2] Overhead. Used to address the entire group. Such as: "Can someone give us an example of courage?"

[3] Redirect. A question directed at the discussion leader but returned to the group as an overhead question, or to an individual as a direct question. Such as, if you are asked to state the most important leadership trait by a participant, rather than answer the question yourself you say, "That's a very good question, let's discuss it. Is there one trait that is most important?" (overhead question-redirecting original question).

(b) You want everyone to talk. But you don't want any one person to talk too much. To get quiet individuals to say more than "Yes" or "No", ask questions that require responses of more than one word. Be careful not to intimidate this kind of person, though. Start him/her off with easy questions that require short answers and progress during the discussion to questions that require longer answers. For example, go from "Which of the qualities of leadership do you think are most important?" (which requires a single word responses to "Here's a leader. What makes her a leader?" (which requires a much longer explanation). Remember: The question often determines how long the response will be.

(c) Watch group members' "body language" for tell-tale signs of agreement and disagreement. By watching them you can better determine who to ask what question to or who to voice an opinion on someone else's response.

(5) Interject appropriate material from prior discussions. Points made in previous leadership training which apply to the current discussion topic should be pointed out and "tied in."

(6) Accomplish the Training Objectives. The leader decides what he wants his Marines to learn and calls them training objectives. If the Marines learn, you accomplish your mission. If they don't learn it all, then you must spend more time with the discussion or reevaluate your methodology.

(7) Summarize and end the discussion.

(a) A good discussion leader will utilize, synthesize and summarize comments made by the group. Everything discussed should be periodically summarized. If possible have a chalkboard, overhead projector, or easel close at hand, write

down (or have your assistant) all important points or statements as they occur; this will aid the discussion and aid in summarizing the main points later. Also, help group members shorten long answers by summarizing them, but do not change the statement's meaning.

(b) Summarize at the end of each main point. If the points have been made clear, this will usually only require your repeating those points. Again, only use the terminology supplied or agreed on by the group. Otherwise, you might be asked questions like, "What did you say that meant?" or "That's not what we said, was it?"

(c) Finally, summarize the entire discussion. Once again, restate the objective the purpose of the discussion. This time, though, you expand the statement to include any solution or conclusion that the group has reached. For example, "So we've decided today that a person who is a leader is one who knows his job, who knows himself/herself, and who takes care of his people."

g. Common mistakes made by Discussion Leaders.

(1) Failing to be prepared. This is the most common error that discussion leaders make. They often think they can "wing it" and fail to organize, plan, and research the topic sufficiently. A leader must know his/her subject. Guiding a good discussion is not an easy task, and the quality of the learning experience is heavily dependent upon your ability to do your duty as a discussion leader.

(2) Becoming the "duty expert." This means talking too much and providing all the answers. If you want your Marines to discuss a subject, keep quiet and let them discuss it. The "duty expert" can suppress their responses and ruin the effectiveness of the group discussion. It can become a "selling of the boss's point of view" vice a group learning experience or decision process. Avoid preaching, moralizing, and lecturing.

(3) Answering questions from the group. This overlaps with being the "duty expert." If the discussion leader solves the group's problems, it really is not a discussion. Force your Marines to help solve each other's problems or, as a team, solve their own. Sometimes the discussion leader needs to answer when you are the "duty expert," are asked for your opinion, or need to answer a question to get the discussion on track or clear up a point.

(4) Failing to use interim summaries. The purpose of any summary is to reemphasize main points already covered. If you cover more than one main point or if the discussion lasts more than an hour, the interim summary will help transition from one main point to another, plus review what has been covered.

(5) Failing to accomplish training objectives. The training objective's were your objectives because you want your Marines to learn something in particular. If your Marines do not learn, then you fail to accomplish your objective.

(6) Allowing side conversations. In any training evolution, you want the full attention of your Marines. This is particularly true with discussion group learning situations. Side conversations are distracting to other group members and prevent the personnel involved in these side conversations from keeping up with the "actual" discussion flow. Only one person should talk at a time, after all we can only effectively listen to one at a time. Ways to regain attention are:

(a) Direct a question to one of the Marines in the side conversation, or

(b) Ask the side group to contribute their ideas to the entire group.

(7) Allowing group members to work on other material. This can have the same effect as side conversations.

(8) Allowing an argument to develop. Marines tend to get excited about some topics which can lead to arguments. Remember you are the leader. Use questions to get viewpoints of other Marines. This should stop the argument, and also get a majority viewpoint. For example: "What do you think about what Corporal Smith and Corporal Jones were talking about?"

(9) Losing track of the discussion's flow. This usually happens if the discussion leader is studying notes or the lesson outline and not listening to the discussion. The only solution is to know your subject, and pay attention at all times.

7. Questions and Answers (time as required)

a. Ask for any questions from the group.

b. If the class does not ask questions ask some of your own.

8. Summary

In summary remember:

a. Use the guided discussion when:

- (1) The group is small.
- (2) The topic lends itself to being discussed rather than demonstrated or experienced.
- (3) Your Marines will be able to effectively discuss the topic.

b. The tasks of the discussion leader prior to the discussion are:

- (1) Select the subject.
- (2) Select the training objectives.
- (3) Acquire knowledge of the subject.
- (4) Research background of group members.
- (5) Prepare discussion outline.
- (6) Prepare extra material.
- (7) Check materials and facilities.

c. The tasks of the discussion leader during the discussion are:

- (1) Set the stage.
- (2) Start the discussion.
- (3) Control the flow of the discussion.
- (4) Control group participation.
- (5) Interject appropriate material from prior discussions.
- (6) Accomplish the training objectives.

(7) Summarize and end the discussion.

d. Following your leadership discussions your Marines should leave each period with the feeling that something has been learned, reviewed, or accomplished. A key element in accomplishing this goal is the manner in which the discussion leader approaches his/her duties.

9. Appendices

- a. Appendix A. Discussion Techniques Outline.
- b. Appendix B. Sample Discussion Leader's Outline.
- c. Appendix C. Leadership Discussion Critique.
- d. Appendix D. Discussion Techniques.

APPENDIX A

DISCUSSION LEADING TECHNIQUES

DISCUSSION TECHNIQUES OUTLINE

1. Purpose. To instruct the student on how to lead a guided discussion.

a. Know when to use a guided discussion as stated in this lecture.

b. Know the advantages and disadvantages of using the guided discussion as a training technique.

c. Know the tasks of the discussion leader prior to and during the discussion.

2. Definition of a Guided Discussion

a. A guided discussion is a training session where a designated discussion leader guides up to 20 participants in a discussion of a given subject. The discussion leader has both a predetermined plan for the overall flow of the discussion and a set of Training Objectives that he wants the group to learn.

b. A guided discussion is not:

(1) A lecture

(2) A meeting

(3) A rap session

3. Advantages/Disadvantages of a Guided Discussion

a. Advantages

(1) Groups have more resources than individuals have.

(2) Group members are normally motivated by the presence of others.

(3) Group members may feel a stronger commitment and esprit de corps when they participate in a discussion.

(4) Participation leads to increased understanding.

(5) Members acquire or improve communication skills useful in other situations.

(6) Members teach each other by discussing their experiences.

b. Disadvantages

(1) More time-consuming than other methods.

(2) Discussion can suppress convictions.

(3) Discussion may substitute talk for action.

4. Tasks of the discussion leader

a. Prior to the discussion

(1) Select appropriate subject.

(2) Select appropriate training objectives.

(3) Acquire a thorough knowledge and understanding of the subject matter.

(4) Research backgrounds of group members.

(5) Prepare a Discussion Leader's Outline.

(a) A working guide with built in flexibility.

(b) Lists purpose and training objectives.

(c) Questions to be asked or statements to be made.

(d) Aids and other supporting materials to be used.

(e) A general time plan to organize period.

(6) Prepare extra discussion material.

(7) Check the material and facilities that will be used.

b. During the discussion

- (1) Set the stage.
- (2) Start the discussion.
 - (a) Realize that the quality of the learning is heavily dependent upon him/herself.
 - (b) Create a relaxed atmosphere.
 - (c) Work hard to obtain trust from group members and establish good rapport, avoid "preaching" and "moralizing."
- (3) Control the flow of the discussion.
 - (a) Use direct, overhead, and redirect questions to keep the discussion on track.
 - (b) Use a time plan to ensure required points and training objectives are covered.
- (4) Control group participation.
 - (a) Allow others to express their opinions, but do not let any one member monopolize the discussion.
 - (b) Use knowledge of group members and effective use of questions to ensure all members participate.
 - (c) Watch the group members' "body language" for signs of agreement or disagreement and call on them as appropriate for comments.
- (5) Interject appropriate material from prior discussions.
 - (a) Reinforce learning points by relating them to information from previous discussions.
 - (b) Tie the discussion into how the subject fits into the larger picture (e.g., how values affect morale, discipline, motivation, etc.).
- (6) Accomplish the training objectives.

(a) Ensure the main points are clarified and understood by the group members through the "haze" of discussion.

(b) Ensure the major points are covered/emphasized.

(7) Summarize and end the discussion.

(a) Listen to what each group member has to say and try and tie their points together using interim summaries.

(b) Recognize the points on which the group agrees or disagrees.

(c) Recognize the contributions from the group members.

(d) End the discussion on a positive note.

5. Common mistakes of a Discussion Leader

a. Failing to be prepared.

b. Becoming the "duty expert."

c. Answering questions from the group.

d. Failing to use interim summaries.

e. Failing to accomplish the training objectives.

f. Allowing side conversations.

g. Allowing group members to work on other material.

h. Allowing an argument to develop.

i. Losing track of the discussion flow.

APPENDIX B

DISCUSSION LEADING TECHNIQUES

SAMPLE DISCUSSION LEADER'S OUTLINE

(Note: This is a sample outline intended to serve as a general guide for the student when he/she is assigned to prepare and lead a leadership discussion. There are no charts Provided.)

TIME	SUBJECT	REMARKS
0000	1. <u>INTRODUCTION</u>	
	a. I will be acting as the Discussion Leader for this Leadership Conference and will be my assistant. Our general subject for discussion is as displayed on the chart. (Review ground rules as appropriate, such as smoking, drinking coffee/sodas, etc.)	<u>Asst.</u> have charts set up, with chart #1 discussion title.
	b. Although many of you have different MOS's, there is a common goal that applies to <u>all of you</u> , regardless of your particular technical specialty. That goal is to <u>be the most effective leader that you can be</u> to the Marines that will be in your charge. Therefore, the purpose of this discussion is to examine some of the necessary preparations for assuming these responsibilities of leadership in the field.	Emphasize this point.
	c. <u>Key Points for this Period</u>	<u>Asst:</u> display chart #2
	(1) The three elements of leadership.	discussion overview
	(2) Specific ways that each of us may use in broadening and improving those three elements of leadership to prepare ourselves	

to be an effective Marine Corps leader.

- d. Training Objectives. The student, upon completion of this period of instruction, and when provided with a list of alternatives will be able to select the one which correctly identifies:
- (1) The three elements of leadership that a Marine leader should have knowledge of when he is analyzing a use able concept of leadership.
- (2) The relationships between the three elements of leadership.
- (3) The most important step which a Marine leader must take to improve his knowledge of the three elements of leadership.
- Asst:flip to chart #3 showing the TO's. Is the asst going to discuss the TO's?

0005 2. DISCUSSION

a. Self

- (1) What do we need to know about ourselves as leaders?
- (a) Our strengths & weaknesses.
- [1] Ability to communicate with Subordinates and seniors
- [2] Our leadership style
- [3] Our values
- [4] Our traits
- [5] Our knowledge of the situation
- (2) Do we need to recognize our strengths and weaknesses? Yes.
- Asst:flip to chart #4 showing the factors of leadership.

(3) How can we determine our strengths and weaknesses?

(a) Self-analysis (can we truly keep this analysis objective?)

(b) Feedback from others

[1] Superiors (only at fitness report time?)

[2] Peers (how do we get this feedback?)

0015

b. Troops

(1) What are some of the things we need to know about the troops?

(a) Background

(b) Experience

(c) Education

(d) Capabilities and limitations

(e) Personal goals

(f) Personality traits -strengths and weaknesses

(g) Morale, spirit, and soul

(2) How do we acquire and continuously improve on this necessary information?

(a) SRB's

(b) Observation

(c) Interviews-initial and periodic

(d) Inspections

- (3) Would it be a good idea to keep a written record of this info for ourselves? Why? Where? (Platoon Leader's Notebook)

INTERIM SUMMARY (Briefly summarize main discussion (points.)

0030

c. Situation

- (1) What do we need to know about the situation?
 - (a) Leaders knowledge in the area
 - (b) Troops knowledge in the area
 - (c) Degree of urgency required
 - (d) Leaders attitude and opinion of his troops
 - (e) Troops attitude and opinion of their leader
- (2) How do we improve in each of these areas?

0045 3. SUMMARY

- a. Three elements of leadership are:
 - (1) Self
 - (2) Troops
 - (3) Situation
- b. These three areas are interrelated and dynamic.
- c. You must always seek ways to improve your knowledge in all three elements of leadership.

CLOSING STATEMENT

The preceding discussion indicates that acquiring a knowledge about the three elements of leadership contributes to an understanding of the leadership process, yet, not one of them is sufficient to explain the phenomenon completely. In short, leadership is a

dynamic activity wherein the leader always operates in a leader/follower relationship. Followers are not mere automatons carrying out the leader's desires to the best of their abilities. They are human beings with motives and goals of their own, strong attachments to their fellow group members, and attitudes towards their leaders and group's goals that may add or detract from goal accomplishment. The leader must recognize the existence of these individual and group factors and how they affect his ability to influence his troops.

0050

END DISCUSSION

APPENDIX C

DISCUSSION LEADING TECHNIQUES

LEADERSHIP DISCUSSION CRITIQUE

(Check the appropriate box for each statement below.)

	<u>YES</u>	<u>NO</u>
Classroom facilities were appropriate-		
The discussion started on time-		
Leader established ground rules for the discussion-		
Leader reviewed main points of prior discussion period-		
Leader presented an effective introduction to the objective(s) of the discussion period-		
Questions were well planned, properly asked, and provoked discussion-		
Leader encouraged all members to participate-		
Leader redirected the discussion when it tended to get off the topic-		
Leader made interim summaries at appropriate points-		
Leader included divergent viewpoints in summaries as appropriate-		
Leader participated directly only to the extent necessary for guidance and control and to provide expertise not brought out by the group-		
Training aids and supplemental materials were appropriate and handled correctly-		
Objectives of the discussion were accomplished-		
Leader made a final summary and (if necessary) announced details of the next meeting-		
The discussion closed on time-		

DISCUSSION LEADER:

MONITOR:

(Use reverse side for comments)

DATE/TIME:

APPENDIX D

Discussion Leading Techniques

Discussion Techniques

1. Introduction. This section contains information on how to guide a discussion. The Discussion Leader's function is to lead and guide the discussion not direct it. It is not a "by the numbers" lecture, but a more subtle approach to leadership training. Understanding the discussion group process is a valuable tool which will benefit you throughout your Marine Corps career, whether in a command or staff billet. All of us at one time or another are either a participant or a leader involved in problem solving meetings/discussions, and these discussions are quite similar to the leadership training technique we are discussing here. All are oriented towards an objective or solution, involve group discussion, and have a leader. For example, a company commander may hold a meeting with his/her platoon commanders to discuss how to best approach getting the unit ready for a Commanding General's inspection. During the discussion the platoon commanders will present their ideas and the commander can formulate his plan of action. By using the discussion method the commander can cover in an organized fashion (using an agenda outline) many ideas, problems, and solutions, and ensure his/her subordinate unit leaders are knowledgeable on the subject.

2. The group and the discussion leader.

a. Each member is an individual and brings to class many different factors which influence the initial total group makeup. Each person is influenced by numerous sets of forces which have a bearing on his behavior in the group. Although they are invisible forces they nevertheless manifest themselves throughout the week, some becoming apparent immediately, some hidden behind a thin veil of camouflage, some only being revealed by nonverbal language. Some of the factors found in groups are listed below:

(1) Theories, assumptions, values, beliefs, prejudices, attitudes about self, others, things, groups, organizations, and cultures. These serve as a point of departure for each person's behavior.

(2) Loyalties to other outside reference groups, i.e., his/her family, profession, religion, political affiliation, etc.

(3) A repertoire of behavior skills which permit or prevent him/her from doing what he/she really wants to do (diagnostic skills, listening skills, etc.).

(4) Feelings: sick, sad, depressed, unhappy, angry, frustrated, suspicious, etc.

b. At the beginning of a group learning experience, people know very little about each other. This ambiguous, uncertain atmosphere often creates uneasiness, discomfort and confusion.

c. The burden is upon the discussion leader to eliminate the above negative conditions and create a relaxed atmosphere where trust, acceptance, respect and all the positive things necessary to facilitate group learning and sharing becomes a reality. The discussion leader's personality and technique are of utmost importance in accomplishing that.

d. There is no tool more important than the discussion leader's attitudes; attitude towards others, towards himself/herself, and towards the group as well as individuals in the group, the quality of the relationship with each member of the group is of utmost importance.

e. We should not consider the use of group discussion unless we believe that its effect will in some way be better than a lecture in which he alone contributes to the group. Several additional factors need to be considered in which the discussion leader must believe:

(1) Group members have something to contribute.

For some this contribution may be a new idea; for others, an idea borrowed from someone else; for others, a fact or observation picked up from reading; for still others, an expression of feelings, a report of their experiences, or an evaluation of the discussion. Much of the value is in questions asked. The effective discussion leader considers all of these to be important.

(2) Each individual is unique.

The effective discussion leader understands each person is different from everyone else. Consequently, he/she has the potential for making some unique, fascinating, enlightening, educational, meaningful contributions one that no one else could possibly make because no one else is quite like him/her.

(3) The group exists for the achievement of the members' goals.

(a) The discussion leader sees the group as the vehicle for the achievement of the goals of all its members, including himself/herself and its purpose for being there. "What are the leadership needs of each person?" is a question that must continuously be asked by the good discussion leader.

(b) To hold values such as those mentioned above means the discussion leader needs to feel secure himself/herself. He/she needs to be an experienced leader, to have "been there before" with a wealth of experience, and be able to share and communicate them.

(c) He/she must be secure enough to tolerate others having opinions different from his/her own. In a very real sense, he/she must respect his/her own uniqueness, otherwise how can he respect the uniqueness of others? A strong desire to pattern others in our own image is usually rooted in a deep sense of insecurity, inferiority and powerlessness. The mark of a good leader with considerable inner strength and security lends itself to the willingness for others to be themselves, to have their own thoughts and to see the world as an individual.

f. Among many other things, the discussion leader must also:

(1) Function as an expert and project himself/herself as a person.

(2) Be an outsider who brings in skill and knowledge and at the same time, be an insider who can participate meaningfully.

(3) Work hard to obtain trust from group members.

(4) Understand the private world of others and be able to communicate some of that understanding.

(5) Have a positive, warm, accepting regard (attitude) for others and feel that regard unconditionally.

(6) Realize that the quality of the learning is heavily dependent upon himself/herself. "There are no bad groups, only bad discussion leaders."

(7) Vary his/her roles depending on the group.

(8) Avoid adopting the member role which will prevent him/her from providing guidance demanded by his/her trainer role.

(9) Be aggressive, protective, and supportive at the appropriate time.

(10) Accept feedback openly.

(11) Be alert for mannerisms which may reveal some emotional feeling on the part of a group member, whether silent, animated, or otherwise (e.g., expressions, foot tap pings, etc.).

(12) The discussion leader must also realize the difficulties found in the group process such as:

(a) Members accept the group leader but have low trust in each other due to fear of rejection by peers (but the authority figure is trusted.)

(b) Members have problem with authority figures the discussion leader has not Inspired them out of their lethargy.

g. A favorable climate is of tremendous importance for learning since the process of learning is greatly affected by the situation. Confronted with an idea that is at variance with an old idea, a person must reorganize all of the attitudes, values, and concepts that have become intimately related to the old idea. Mark Twain stated that "Education is unlearning that which we have learned,"--not a simple process by any means. To do this a person must feel it is safe for him/her to express those attitudes, values and concepts that he/she will not be criticized or ridiculed if he expresses opposition to the new idea, discusses his doubts or defends the old idea. Thus, there must be an accepting, non-evaluative climate in the learning situation. The earlier this climate is set, the better for all concerned.

h. Many of the techniques listed for good counseling are applicable to good discussion leading; other things to consider are listed below:

(1) Eliminate useless formalities such as raising hands for permission to speak or standing.

(2) Listen to what each has to say.

(3) Set aside your own evaluation of ideas offered.
(Have faith in the group.)

(4) Avoid preaching, teaching, or moralizing.

(5) Avoid pushing people into participation before they feel like it.

i. The discussion leader is a resource--if not, there would be no reason for him to be there. This refers to special skills, insights or information he might possess that others do not have. Group members look to the discussion leader as being a resource though it may never be said and is usually a tacit agreement by all concerned.

It is easy, however, to overlook the fact that every group member is also potentially a resource. One of the difficult problems for a discussion leader is to avoid becoming the group's only resource or the "duty expert." Most members are willing to let the leader do the work and to sit back and listen; this is especially true in learning situations; traditionally, teachers teach and students learn. It is often overlooked that teachers can learn from the student (who can teach). This is one of the many advantages of the group discussion; it provides an opportunity for problems to be solved with the resources of many people. Additionally, recognizing contributions from members without going abruptly on to someone else is very important; it has a positive effect and tends to encourage others to "open-up," gives a feeling they are contributing something worthwhile, and usually increases the volume of good discussion.

j. The tendency must be reduced, then, for the group to be solely dependent upon the discussion leader. The principle concern of some traditional leaders is how they can most convincingly present their knowledge so members will learn what they know. Discussion leaders can also become so preoccupied

with what they will say and how it will be delivered that they are neglectful of the potential importance of each member and overlook (don't listen) what is said when a member finally does get the opportunity to speak. It takes time and effort to create the conditions whereby group members learn to consider each other as a resource and to draw on this special information and experience that each brings to the group. The biggest contribution to this objective is the discussion leader's attitude:

(1) If he/she does not believe that he always knows best.

(2) If he/she is willing to learn from others.

(3) If he/she does not have a strong need to always be seen by others as the expert.

(4) If he/she sincerely believes others can contribute, then he has a real chance of releasing the group's own resources.

k. The importance of two discussion leaders (primary and assistant) per group is also worthy of note. With two instructors there is added expertise, continuity, objectivity, instructor feedback, and support when needed.

(1) It may take time for the two leaders to effectively work together as a team, but once this is accomplished they can complement each other significantly, and the resulting benefits are well worth the investment. If one discussion leader has difficulty the other can support him/her by providing additional expertise without "turning off" the group or inducing a loss of self-esteem on the part of the primary discussion leader.

(2) The primary discussion leader can get more involved in the group while the assistant observes the primary leader, each member of the group and the entire period of instruction. This is invaluable to the group process and provides excellent feedback to the primary discussion leader.

(3) In case of sickness, emergencies, etc., there should be someone who can take over immediately without an appreciable change in mood or technique. Platform instructors can handle this easily through substitute instructors because it is mostly impersonal, one-way type of instruction. A discussion group is more personal, depends on established support and on student contributions. When a new discussion leader emerges on the

scene, much is lost from what has previously happened in the group, the total group process suffers a loss, and they must readjust and he/she come acquainted with the new group member.

UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

MARINE CORPS CORE VALUES

1. Introduction. The 30th Commandant, General Carl E. Mundy, Jr. wrote in a 1992 memorandum that "**Marines are held to the highest standards of personal conduct. The Nation expects that from us. The personal and professional conduct, decency, integrity, and accountability of Marines must be beyond reproach. This is a non-negotiable principle.**" What General Mundy was talking about are the Values that Marines have displayed for over 200 years in peacetime and combat. These Values of **HONOR**, **COURAGE**, and **COMMITMENT** were further defined by him in his "Statement on Core Values of United States Marines."

Marines bring with them when they enter the Corps their own set of Core Values. Personal Core Values are instilled in Marines by their parents, families, religious beliefs, schools, peers, and other influences upon their lives. These individual sets of values may be strong or they may be weak. Regardless of background, every Marine should understand that being a Marine entails embracing and adhering to Marine Corps Core Values.

The 31st Commandant, General Charles C. Krulak said in July 1996 that "**Our challenge is to be a Corps of men and women who consistently represent the highest moral character in and out of uniform. Character creates a foundation of which successful military units are built. From this foundation, Honor, Courage, and Commitment will always be evident, providing the perfect description of a United States Marine.**"

2. Overview. This discussion guide is designed to help leaders at all levels to discuss Marine Corps Values with their Marines. Your task is to help your Marines understand how their understanding and commitment to these ideals will make them better Marines and, ultimately, better people. This subject is best approached within small groups of Marines who have a common bond such as a squad, platoon, section, or office affiliation. Other chapters in the guide may prove useful in preparing you to lead this group discussion.

3. References.

FMFM 1-0, Leading Marines

FM 22-100, Military Leadership

ALMAR 248/96, Character

Commandant's Statement on Core Values of United States
Marines

Ethos and Values, November 1995 Marine Corps Gazette

4. Discussion Leader Notes.

a. Preparing for this discussion should not be difficult. The references contain much background on how values, traits, and one's character affect leadership and the effect good and bad leadership has on combat efficiency and morale. The main purpose of this discussion should be on how the character and values of individual Marines also affects combat and unit efficiency, other Marines, their own family and friends and, ultimately, their nation.

b. It may be useful to prepare some scenarios that deal with this subject. Many of the scenarios that appear elsewhere in this guide may prove useful.

c. Don't assume that every Marine entered the Marine Corps with the same values system that you have or that every Marine believes everything that you believe. Regardless of one's background or upbringing, every Marine should embrace these values, display them, and live them as much as possible. No Marine is perfect but we should each aspire to reach the ideal and be improving all the time.

5. Discussion.

a. What are the Marine Corps Core Values?

(1) **HONOR** - The Marine Corps is a unique institution, not just to the military, but to the nation and the world. As the guardians of the standards of excellence for our society, Marines must possess the highest sense of gallantry in serving the United States of America and embody responsibility to duty above self, including, but not limited to:

Integrity, Demonstrating the highest standards of consistent adherence to right, legal and ethical conduct.

Responsibility, Personally accepting the consequences for decisions and actions. Coaching right decisions of subordinates. A chain is only as strong as the weakest individual link, but a battalion of Marines is more like a cable. Together we are stronger than any individual strand, but one strand may hold us together in a crisis if it's strong enough. One Marine taking responsibility for a situation may save the day.

Honesty, Telling the truth. Overt honesty in word and action and clarifying possible misunderstanding or misrepresentation caused by silence or inaction when you should speak up. Respecting other's property and demonstrating fairness in all actions. Marines do not lie, cheat, or steal.

Tradition, Demonstrating respect for the customs, courtesies, and traditions developed over many years for good reason, which produce a common Marine Corps history and identity. Respect for the heritage and traditions of others, especially those we encounter in duty around the world.

(2) **COURAGE** - Moral, mental, and physical strength to resist opposition, face danger, and endure hardship, including, but not limited to:

Self-Discipline, Marines hold themselves responsible for their own actions and others responsible for their actions. Marines are committed to maintaining physical, moral, and mental health, to fitness and exercise, and to life long learning.

Patriotism, Devotion to and defense of one's country. The freely chosen, informed willingness to support and defend the Constitution of the United States.

Loyalty, Steady reliability to do one's duty in service to the United States of America, the United States Marine Corps, one's command, one's fellow Marines, Sailors, Soldiers, Airmen, citizens, oneself, and to family.

Valor, Boldness and determination in facing danger in battle, and the daily commitment to excellence and honesty in actions small and large.

(3) COMMITMENT - The promise or pledge to complete a worthy goal by worthy means which requires identification with that goal and demonstrated actions to support that goal, including, but not limited to:

Competence, Maintaining, and improving one's skill level to support the team. Commitment to growing toward a standard of excellence second to none.

Teamwork, Individual effort in support of other team members in accomplishing the team's mission. Marines take care of their own. All worthwhile accomplishments are the result of a team effort.

Selflessness, Marines take care of their subordinates, their families, their fellow Marines before themselves. The welfare of our country and our Corps is more important than our individual welfare.

Concern for People, The Marine Corps is the custodian of this nation's future, her young people. We exist to defend the nation, but as importantly, we are in the business of creating honorable citizens. Everyone is of value, regardless of race, nation of origin, religion, or gender. Concern includes a commitment to improving the level of education, skill, self-esteem, and quality of life for Marines and their families. On the battlefield, a Marine is the fiercest of all warriors and the most benevolent of conquerors.

Spiritual Heritage, The U.S. Constitution, the Pledge of Allegiance, and the creeds that guide our nation recognize the value of religious and spiritual heritage of individuals and base our understanding of rights and duties on the endowment of all people, by God, with the inalienable rights of life, liberty, and the pursuit of happiness. Marines maintain spiritual health and growth to nurture enduring values and acquire a source of strength required for success in battle and the ability to endure hardship.

b. Why are the Marine Corps Core Values important?

(1) No group functions well unless all members of the group "buy in" to the ideals and goals of the group. Individuals have impact, but a team working together is stronger than the

individual members of the team. Members of a team with a common mission function more efficiently and effectively if they all believe in the team, its mission, and have a common set of ideals.

(2) A common set of values to which every Marine adheres to the best of his or her ability gives us the common ground to build strong teams. As important, if every Marine works to uphold the Corps' Core Values, their fellow Marines are more willing to place trust and confidence in that Marine's willingness to do the right thing, whether in peacetime or combat. Strong Marines, believing in the same ideals, adhering to the same code of behavior and ethics, working to accomplish the same mission are an unbeatable combination.

(3) Every Marine is a representative of their Corps. On duty or on liberty, every action reflects either positively or negatively on the what the American people and the world think of the Marine Corps. Strive your hardest to adhere to the values that make a Marine unique, and you will not let the Corps, your fellow Marines, your family, or your Country down.

(4) The 31st Commandant, General Charles C. Krulak says that the Marine Corps does two important things for America, wins battles and makes Marines. The old recruiting poster says "The Marines Make Men, Body-Mind-Spirit." General Krulak says "The Marines Make Marines, Body-Mind-Spirit." The triangle is only strong if all three sides are complete. Marines are physically fit because it is our culture to be strong. Marines are mentally fit because our Marine culture tells us to pursue the study of our profession, the profession of war. Marines are morally fit because we believe in and practice our Marine Corps Core Values.

6. Appendices.

Appendix A: Commandant's Statement On Core Values of United States Marines

Appendix B: ALMAR 248/96 - Character

Appendix C: Ethos and Values, November 1995 Marine Corps Gazette

R 091300Z JUL 96 ZYB
FM CMC WASHINGTON DC//CMC//
TO ALMAR
BT

AS //N01500//
R 248/96

MSGID/GENADMIN/CMC//
SUBJ/CHARACTER//

RMKS/1. MARINES ARE MEN AND WOMEN OF CHARACTER, WIDELY RECOGNIZED FOR THEIR MORAL EXCELLENCE, SELFLESS COURAGE, COMMITTED PRINCIPLES, AND SOUND JUDGEMENTS. CHARACTER CAN BE DESCRIBED AS A "MORAL COMPASS" WITHIN ONE'S SELF, THAT HELPS US MAKE RIGHT DECISIONS EVEN IN THE MIDST OF THE SHIFTING WINDS OF ADVERSITY. UNWAVERING CHARACTER ENCOURAGES US TO PURSUE HONORABLE IDEALS. A WISE PERSON ONCE DECLARED, "IDEALS ARE LIKE STARS -- WE MAY NEVER REACH THEM BUT WE CHART OUR COURSE BY THEM."

2. CHARACTER IS DEVELOPED EVERYDAY IN GARRISON, ON DEPLOYMENT, ABOARD SHIP, ON DUTY OR ON LIBERTY, WHEREVER WE ARE AROUND THE WORLD. WE ARE NOT BORN WITH CHARACTER. IT IS DEVELOPED BY THE EXPERIENCES AND DECISIONS THAT GUIDE OUR LIVES. NEITHER CAN WE BORROW THE CHARACTER OR REPUTATION OF ANOTHER. EACH INDIVIDUAL CREATES, DEVELOPS AND NURTURES THEIR OWN. THAT IS WHY EACH OF US MUST LEARN TO MAKE GOOD MORAL DECISIONS IN OUR LIVES. WHEN THE RIGHT COURSE OF ACTION IS UNCLEAR, ONLY THE HABIT OF DOING THE RIGHT THING, AS PRACTICED EVERYDAY IN ALL AREAS OF OUR LIVES, CAN BE COUNTED UPON. WELL-DEVELOPED CHARACTER IS OUR SHIELD AGAINST FEAR AND DESPAIR. THAT'S WHY NAPOLEON SAID THAT IN WAR, THE IMPORTANCE OF THE MORAL, RELATIVE TO THE PHYSICAL, IS THREE TO ONE.

3. CHARACTER IS READINESS. THE CORPS IS A READY FORCE, NOT A FORCE THAT WHEN CALLED MUST STRUGGLE TO GET READY. OUR CHALLENGE IS TO BE A CORPS OF MEN AND WOMEN WHO CONSISTENTLY REPRESENT THE HIGHEST MORAL CHARACTER IN AND OUT OF UNIFORM. CHARACTER CREATES A FOUNDATION ON WHICH SUCCESSFUL MILITARY UNITS ARE BUILT. FROM THIS FOUNDATION, COURAGE, AND COMMITMENT WILL ALWAYS BE EVIDENT, PROVIDING THE PERFECT DESCRIPTION OF A UNITED STATES MARINE.

4. SEMPER FIDELIS, C.C. KRULAK.//

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NNNN



COMMANDANT'S STATEMENT ON CORE VALUES OF UNITED STATES MARINES

Generation after generation of American men and women have given special meaning to the term United States Marine. They have done so by their performance on and off the battlefield. Feared by enemies, respected by allies, and loved by the American people, Marines are a "special breed." This reputation was gained and is maintained by a set of enduring Core Values. These values form the cornerstone, the bedrock, and the heart of our character. They are the guiding beliefs and principles that give us strength, influence our attitudes, and regulate our behavior. They bond our Marine Family into a total force that can meet any challenge.

HONOR: The bedrock of our character. The quality that guides Marines to exemplify the ultimate in ethical and moral behavior; never to lie, cheat, or steal; to abide by an uncompromising code of integrity; to respect human dignity; to have respect and concern for each other. The quality of maturity, dedication, trust, and dependability that commits Marines to act responsibly; to be accountable for actions; to fulfill obligations; and to hold others accountable for their actions.

COURAGE: The heart of our Core Values, courage is the mental, moral, and physical strength ingrained in Marines to carry them through the challenges of combat and the mastery of fear; to do what is right; to adhere to a higher standard of personal conduct; to lead by example, and to make tough decisions under stress and pressure. It is the inner strength that enables a Marine to take that extra step.

COMMITMENT: The spirit of determination and dedication within members of a force of arms that leads to professionalism and mastery of the art of war. It leads to the highest order of discipline for unit and self; it is the ingredient that enables 24-hour a day dedication to Corps and Country; pride; concern for others; and an unrelenting determination to achieve a standard of excellence in every endeavor. Commitment is the value that establishes the Marine as the warrior and citizen others strive to emulate.

Reaffirm these Core Values and ensure they guide your performance, behavior, and conduct every minute of every day.

C. E. MUNDY, JR.
General, U.S. Marine Corps
Commandant of the Marine Corps

APPENDIX C

Ethos and Values, NOV 95 Marine Corps Gazette

Long before we wear the uniform, long before the eagle, globe, and anchor is etched in our soul--we sense the special character that sets Marines apart. Silent to the ear--Marine ethos, values, and character speak to the nation's heart. They say more about who we are than the dignity of our uniforms, the pageantry of our parades, or the inspiration of our hymn. The nation expects her Marines to be the world's finest military professionals. The nation demands that her Marines be forever capable and ready, rich in history and traditions, and instilled with the traditional virtues--honor, courage, and commitment--that demonstrate we remain faithful. In short, we must deserve the nation's trust.

...the Nation has placed a measure of its trust and hope in the one hundred thousand men who have volunteered to serve the cause of freedom as United States Marines. The Marine Corps is always ready to fulfill that trust.

General Alexander A. Vandegrift
10 November 1946

Trust is not given. Nor is it easily earned. Today the trust of the nation is our inheritance--a trust earned through the selfless valor and determined actions of generations of Marines on the distant shores and misty battlefields of our storied past. Left to us as part of our predecessor's legacy, it is now ours to sustain. The stewardship of this trust is our sacred responsibility. It is a debt we owe to those who have gone before us, and a promise we make to those who will follow. It is the guiding light of our ethos.

This high name of distinction and soldierly repute we who are Marines today have received from those who preceded us in the Corps. With it we also received from them the eternal spirit which has animated our Corps from generation and has been the distinguishing mark of the Marines in every age.

Major General John A. Lejeune
10 November 1921

Not just what we do, our ethos is who we are and what we believe. Today, as in the past, the spirit of this ethos is born in the hearts of men and women drawn to the Corps by a common calling--a desire to serve, and a sense of duty born in ideals like patriotism, valor, and fidelity. It grows as they are transformed--from citizen-patriots of the great American stock, into Marine--mind, body, and soul. Like knights of legend, Marines are not made, they are transformed. They are forged in the furnace of hardship, tempered by the bonds of shared hazard, sharpened by the whet-stones of training and education, and honed to a fine edge by innovation and ingenuity. Marines, once transformed, are forever changed--instilled with beliefs, ideals and virtues that have meaning deeper than words. Today, some of these ideals--honor, courage, commitment--form the bedrock of our institutional and individual character. They are our core values.

He is the descendant of a line of heroes, the bearer of a name hailed as foremost in the annals of his country, the custodian of a long cherished reputation for honor, valor, and integrity.

Major General John A. Lejeune
10 November 1922

To be honorable one must live with honor. To live with honor, we must be faithful to our cause, to our purpose, to our beliefs. We must be faithful to our country, to our Corps, and to each other. This faithfulness is never situational, and it must never be compromised. We must respect each other, believe in each other, trust each other.

Their training, their spirit, and their cold courage prevailed against fanatical opposition.

Secretary of the Navy, James B. Forrestal-
speaking on the occasion of the
Marine Corps Birthday, November 1968

Commitment is a promise of resolve. Commitment is the investment that turns ideas into action. The continuity of commitment is dedication and determination, and the product is

mastery of one's profession. Our commitment reflects our "attitude in action."

On this birthday, our nation finds in its Marine Corps, men and women who exemplify the ideals upon which our country was founded--honor, courage, and commitment. In its Marines, it also finds men and women who know the meaning of patriotism, valor, duty, strength, discipline, and innovation--men and women who love country and Corps. But as we reflect on our history, ethos and values, remember--the future will judge its past--

And when at some future date the high court of history sits in judgment on each of us, recording whether in our brief span of service we fulfilled our responsibilities to the state, our success or failure in whatever office we hold, will be measured by the answers to four questions: First, were we truly men of courage...Second, were we truly men of judgment...Third were we truly men of integrity... Finally, were we truly men of dedication?

John F. Kennedy

A wise gentleman once stated that America has a Marine Corps because it wants a Marine Corps. Today, America wants a Marine Corps because she knows not only what we do, but also something about who we are, and what we believe--the standards of our ethos and our values. The nation wants its Corps of Marines because we are a force she can trust. Our responsibility today and for the future is to preserve that trust--honor, courage, and commitment should sustain us.

UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

CORE VALUES

1. Introduction. Everyone lives according to what they feel is worthwhile or according to their value system. A person's value system motivates their thinking and actions. Values and leadership are closely linked. By exploring this connection and understanding the enormous impact of personal values on individual behavior, we should be better equipped as Marine leaders. By understanding human behavior, leaders are more able to analyze, predict, and influence the behavior of their Marines.

2. Overview. Your task in leading this discussion is to help your Marines understand what values are, how they are developed, and the relationship between values and leadership.

3. References

FMFM 1-0, Leading Marines
FM 22-100, Military Leadership

4. Discussion Leader Notes

a. In preparing to lead this discussion, a review of FMFM 1-0, Leading Marines, and Chapter 6, FM 22-100, Military Leadership, should provide some additional insights into values, attitudes, behavior, and the leader's role in influencing these human characteristics. In addition, check with your local film library for Dr. Massey's film "What You Are Is Where You Were When." This 90 minute film explains the value formation theory. Its film number is 68082 DN.

b. This discussion guide is just that, **a guide**, and is not meant to be the "end all" of leadership instruction on the subject, but it does provide the basic points for discussion. Only you, the leader, knows what your unit needs most, and, therefore, you must evaluate what needs to be emphasized, modified, or expanded.

c. When leading this discussion, remember that the effectiveness of the group learning experience is primarily

dependent upon your preparation and your ability to fulfill your duties as a discussion leader.

5. Discussion

a. Captain Adolf Von Schell in the book Battle Leadership states:

" . . . as leaders we must have some knowledge of the souls of our soldiers, because the soldier, the living man, is the instrument with which we have to work in war.... No commander lacking in this inner knowledge of his men can accomplish great things."

b. Every leadership effort is affected by the relationship between the values of the leader and those of the led. Values are the keystone to motivation because they influence an individual's perceptions and attitudes. To be effective leaders, we must truly appreciate the importance of values in understanding human behavior. We must not only know our own values, but must also be able to assess the similarities and differences of our subordinates' values.

c. As we deal with our Marines through observing them, talking with their immediate superiors and peers, or by counseling and interviewing them, we first become aware of their values based upon their attitudes and behavior. That behavior will initially suggest to us that they have certain attitudes. After a period of time we will realize that some of those attitudes are founded upon deeply held beliefs or values. Realizing and understanding a Marine's attitudes and values is essential for us to be able to inspire and control that person and will suggest what actions we need to take to deal with that individual or group. The agenda for today's discussion is:

(1) Discuss the development of values, attitudes, and behavior.

(2) Discuss organizational versus individual values.

(3) Define the leader's role in developing attitudes and values.

(4) Discuss several scenarios involving values and behavior.

(5) Show the film, "What You Are Is Where You Were When."

d. Development of values, attitudes, and behavior.

(1) What is the difference between values, attitudes, and behavior? As you discuss each, have the seminar members give personal examples.

(a) Values. Values are basic ideas about the worth or importance of people, concepts, or things. You may place a high value on a family heirloom, such as your grandfather's watch, or on a clean, well maintained car. You may value personal comfort or freedom to travel. You may value a friendship, a relative, or an adult who helped you as you were growing up. Values influence your behavior because you use them to weigh the importance of alternatives. For example, a person who values personal pleasure more than he values a trim, healthy body continually makes choices between eating and exercising that will ultimately result in his becoming overweight and out of shape. Your values guide you in choosing whether to go with your friends to a concert or to a family gathering on your grandfather's 75th birthday.

(b) Attitudes. Attitudes are an individual's or a group's feelings toward something or someone, and are usually expressed or demonstrated in likes and dislikes. Attitudes are not as deeply held as values. Attitudes could possibly be values in the making.

(c) Behavior. A person's or group's behavior is their outward manifestation of either attitudes or values -- the way they act, dress, or speak.

(2) How are values and attitudes developed?

(a) List responses on a chalkboard, or consider drawing a circle representing a person and have participants provide the forces which impact on the person.

(b) Regardless of their personal theories, most researchers agree that we obtain our values and attitudes through our experiences in society. There appears to be some reason to believe that earlier experiences have more impact than later experiences. In our early lives we are all strongly influenced by our parents, our teachers, and our peers. These experiences tend to establish our early attitudes, our likes and dislikes. As these attitudes are reinforced by successive similar experiences, they become our basic foundational values.

Conversely, our values can have a direct effect on our attitudes.

(c) If we value punctuality it will affect our attitude towards other people. For example, if you have two acquaintances who are very similar in their personal makeup except that one is punctual and the other is always late, you will probably have a better attitude toward the one who is punctual; that is, you will probably like him better than the one who is always late. In this case your values have influenced your attitude.

Note: Institutions such as the home and schools exerted great influence on values formation in the past. Is this true today?

(3) What sources influence the values formation of our youth?

(a) Over the past decade, the structure of the American family has seen dramatic changes caused by geographical mobility and changing moral values. The schools' influence on values formation has diminished due to changing social attitudes towards education.

At this point, have each individual make a list of ten values (e.g., freedom, honesty, integrity, etc.) placing those which they feel most strongly about first. After listing their values, have someone explain what they feel contributed most significantly to the development of their values.

(4) Why are values important?

(a) Values are the center of a person's character. Values affect our everyday life and help determine our attitudes and behavior. The influence of values on human behavior is so great that people will fight and sometimes die for their values. An individual's ability to survive under stressful conditions is often strengthened by firmly established personal values.

(b) This was particularly true for POW's. Those who believed in what they were fighting for refused to bend to the demands of their captors. They found strength in their convictions and the will to survive many years of imprisonment.

(5) What is the relationship between values and leadership?

(a) Values are the benchmark for leadership. They are guides to our thinking and behavior and that of our subordinates. If a Marine is left without any guidance or supervision, then personal values will determine what that Marine will or will not do. Leaders must provide guidance and supervision in order to inspire (reinforce organizational values) and to control (effect behavior) our Marines.

(b) As a leader you have the power to influence the beliefs and values of your Marines by setting the example, by rewarding behavior that supports military values and attitudes and by planning and conducting tough individual and collective training.

e. Organizational versus individual values. So far we have been discussing individual attitudes and values. Do groups have attitudes and values?

(1) Yes. Group attitudes and values usually reflect a consensus of the attitudes and values of the individuals that make up the group. In the case of the Marine Corps, values such as honesty, integrity, and loyalty have been desired traits for many years and have been proven necessary in battle. Keep in mind that it is these and other values which initially attract many young people to join the Marine Corps.

(2) In addition to those mentioned above, what are some other Marine Corps values? (Have the group identify and list the Corps values.)

Marine Corps Values include:

Embodying the leadership traits.
Living the leadership principles.
Being prompt.
Maintaining a neat personal appearance and soldierly bearing.
Accomplishing the mission.
Ensuring troop welfare.
Maintaining discipline and obedience to orders.
Sacrificing individual needs for the benefit of the group.
Working until the job is completed.

(3) Many young men and women come into the Marine Corps with predetermined attitudes which may or may not correlate with

our organizational values. Regardless of their prevalent attitudes, recruit training produces a motivated, disciplined, and patriotic Marine; however, once in the FMF they seem to lose some of the spark. Why is this?

(a) Graduate recruits are highly motivated towards the Corps and the standards it represents. They leave the recruit depots with great expectations of receiving from and giving a lot to their Corps. They seek tough training and dynamic leadership. Too often, after reporting to their units, leadership by example diminishes; standards become lowered; training becomes routine and boring; expectations dim; motivation drops; tarnishing sets in. Improperly supervised, the future NCO is often thrown too completely on their own and is not always ready for this situation. They may follow the most influential Marine available, frequently the "sea lawyer" who leads them in the wrong direction. Sometimes they may be promoted too soon and are not prepared for the accelerated responsibilities. Often we blame operational commitments for not conducting leadership training.

(4) More importantly, how can we, through effective leadership, reinforce the recruit training experience?

(a) Command emphasis must be placed on stopping this trend. With the quality of Marines in the Corps today, we must be prepared to challenge these disciplined and spirited Marines who respond magnificently to positive leadership. The DI and boot camp must not be the only significant event in a Marine's active duty experience. Commanders and unit leaders must set the example and ensure that the development of our Marines and NCO's continue when they join a unit. A Marine should find good leadership, a sense of belonging, and meaningful work. Training must be challenging, demanding, interesting, and with a clearly discernible purpose. Leadership by example is a must!

(5) What is a value conflict?

(a) When a Marine's personal values and attitudes differ from those of their leader or the Marine Corps to such an extent that it affects their performance of duty (their behavior), there is a conflict of values; e.g., a young Marine decides that the use of illegal drugs is more important to him than his duty as a Marine not to use or tolerate the use of illegal drugs.

(b) As leaders, an awareness of value conflicts is important to us because such a conflict adversely affects mission accomplishment. It also comprises one of the greatest challenges to leadership: the difficulty of influencing and controlling someone who genuinely disagrees or dislikes what they are required to do (not to use drugs).

(c) How do value conflicts interfere with mission accomplishment?

[1] A Marine with a value conflict may become a disciplinary problem if his/her behavior reflects an indifferent or, in extreme cases, a hostile attitude towards the Corps' authority. Disciplinary problems require a considerable amount of the leader's time and effort, and ultimately affect their time and ability to train good Marines. Marines whose values and attitudes are either parallel to the Corps' or who are self-disciplined enough to "keep themselves in line" are generally the strength of the unit.

[2] Consider the case of a Marine who is continually involved in disciplinary problems. This Marine requires a great deal of the leader's time because he/she must be counseled, watched closely, given office hours, and sometimes discharged -- all of which take time away from the leader; time which should be devoted to their good Marines.

[3] Have the group list some value conflicts they have observed and what characterized the conflict. List may include:

[a] An individual "moonlighting" to give their family more but allowing it to interfere with his Marine Corps career.

[b] An individual working out to get in shape for a marathon to the extent that it is impacting on his/her job performance and interfering with work schedules.

(4) How were the conflicts you observed resolved? Let discussion group members explain various techniques used and discuss their effectiveness. If not brought out during the discussion, mention that value conflicts may be resolved through leadership by example. Eventually, an individual is influenced by the leader's personal example and that of their fellow Marines (peer pressure). Or, if necessary through disciplinary action

that sets the example of what will happen if a Marine cannot come to grips with their value conflicts.

(5) Peer pressure is particularly effective in resolving conflicts. The emphasis on resolving value conflicts should be at the section/platoon/company level where the needs of the group must come before the needs of the individual. A Marine must know that if they wish to belong to a unit, then they must conform. It is up to their fellow Marines to make this clear by not tolerating attitudes or behavior which interfere with unit integrity and mission accomplishment or which bring dishonor to the unit.

f. The leader's role in developing attitudes and values

(1) Why is it important for leaders to understand values? An understanding of values will assist the leader in the following manner:

(a) If the leader has a clear understanding of values and their relationship to their Marines they can fulfill one essential principle of leadership -- "Know your men and look out for their welfare."

(b) Knowing the values of their Marines, leaders can communicate more effectively and provide the proper guidance necessary to effect behavior and ensure discipline. Keep in mind, the leader is primarily concerned with behavior which is enforced through policies, directives, and regulations. Attitudinal changes among subordinates may take place at a later time after behavior patterns have been enforced over a period of weeks or months.

(2) What are the means available to leaders for determining their Marines' values and attitudes?

(a) The means available include:

[1] Interviewing

[2] Observing

[3] Counseling

(3) As leaders can we influence values in our subordinates?

(a) In our leadership role we can influence our subordinates by gaining their respect. In other words, what we are and what we portray are vital to our success. Marines want to emulate good leaders. The leader must clarify organizational values and emphasize and explain the requirement for strict adherence to the same. It is essential that leaders consistently protect their support of these values in what they say and what they do, i.e. by setting the example. Saying one thing and doing another is the quickest way to torpedo credibility and to deal a deathblow to one's value as a leader.

(4) How can a leader go about helping his/her subordinates to better understand their values?

(a) Leaders can talk with their Marines and help them better understand what their goals are and what is important to them. The leader should help his Marines to:

[1] Identify their goals.

[2] Identify things and concepts that are important to them.

[3] Prioritize those things and concepts that are important to them based upon their goals.

(5) Why is it useful to you as a leader to help your Marines identify and clarify their values?

(a) Once a Marine's values are correctly identified and clarified based on firm goals, a more predictable and consistent behavior pattern results. The leader can then plan how to lead this Marine in the most successful manner to accomplish his/her individual and unit goals.

(6) Can a leader change or modify a Marine's values when they experience a value conflict?

(a) Yes. But it is difficult to change values and beliefs, and leaders should not expect it to happen overnight. It takes time!

(b) Sometimes a significant emotional event (e.g., war, heroic acts, love, etc.) can speed up the process. Sometimes a leader, particularly one whom the follower considers to be significant, can be tremendously influential and bring

about amazing change. But generally it takes time, concern, persistence, hard work, and positive leadership by example.

(b) Where a value conflict exists, a leader must enforce behavior and at the same time provide knowledge which will help the individual resolve the conflict. Consider this situation:

(c) Some individuals value their individual freedoms to the point that this individualism conflicts with the Corps' values, norms or standards. Such an example is long hair and an individual Marine's concern with conforming more with civilian standards for appearance. Often, in their strong desire to "fit in" to society and express individual freedom, they risk getting into trouble in the Corps by not conforming to appearance standards. In this situation a leader must:

[1] Enforce behavior. The leader uses discipline to affect the Marine's behavior directly (orders him to get a proper haircut). In this case it is hoped that an enforced behavior pattern repeated often enough will result in an ultimate change of attitudes and values.

[2] Provide knowledge. The leader should help the Marine to better understand their relationship to society, and explain that in the Corps certain individual freedoms must be set aside for the good of the Corps. By enforcing a desired behavior, leaders fulfill their responsibility to enforce the Corps' standards, and by providing additional knowledge/insights to the individual, help Marines to develop a positive attitude which may eventually resolve the value conflict.

(7) Can a unit influence a Marine's values?

(a) Yes. When people join a new group they want to be accepted and make friends. A Marine new to a unit will go along with group norms (organizational values) in order to be accepted. They will adjust to the norms by adopting the beliefs and values that underlie them. That's why the way Marines are received in a unit is so important.

g. Scenarios involving values and behavior.

The following scenarios are intended to highlight possible situations Marines may encounter. These scenarios will get people thinking about values and how values and attitudes affect behavior when an individual has a decision to make. Let several

seminar members express their views and thoughts on the following:

(1) The BST will be given tomorrow and you need to study in order to pass it. You feel if you study real hard, you can "ace" it, and know it will help towards promotion. A friend wants you to go with him to the club stating you know that stuff and will be able to pass it. You haven't relaxed in the club in a week. What do you do? What values are involved?

(2) You've finally gotten out of debt and have been wanting for a long time to participate in the Tuition Assistance (TA) program and improve your education. But you've recently met this young woman who has been very nice to you. She says she is divorced; she has two young children. They all like you very much. They don't seem to have many material things and always seem to need money. You know if you get in too deep you won't be able to participate in TA. What will you do? What are the important issues here?

(3) It is sunup and your six man patrol has just been hit about 1000 meters away from your combat outpost. Your patrol killed the nine enemy soldiers that hit you, but you see about 15 or 20 more enemy heading towards your position from about 300 meters away. Three of your men and the corpsman were killed, and the fifth wounded badly. He's in great pain and begs you to kill him and "make it" before the enemy reinforcements arrive. You don't think he's wounded that badly and believe he has a good chance to survive if he gets medical help. You know you'll have to carry him, however, and it'll slow you down to the extent the enemy may be able to catch up before you get back "home." You are certain you can make it back by yourself. What values are at play in this scenario?

(4) It is 1900 and you've just reported aboard after a long journey and are tired, especially from lugging the sea bag everywhere you go. No one met or briefed you, and the Duty NCO flatly told you to find a rack somewhere in Building 212 and report to the first sergeant at 0730 tomorrow. When you finally find the building and locate a rack, LCpl Blivit, a fast talking, pleasant, friendly but un-squared away looking Marine greets you and wants to buy you some "welcome aboard" drinks at the club. Your gear is in your sea bag and needs a lot of work to get it squared away. You would like to look good when you see the first sergeant tomorrow, but you're beat and could really use something cool to drink. LCpl Blivit is the only Marine who's been nice to

you. What will the decision be? What values are at work in this scenario?

(5) You're married and have been unaccompanied in Okinawa for two months and have four more months to go. To this point you have been spending your evenings at the hobby shop, the library, or just writing letters to your wife. Last night a couple of the guys asked you to go on liberty. You were feeling a little down, and a couple of beers sounded like a good idea, so you joined your friends at a bar out in town. After a few drinks one of the girls asked you to dance, you accepted, and continued dancing and drinking with her till closing time. As you were leaving the bar, she said that she hoped she would see you again tomorrow night and you said, "For sure." The next day you boasted to all your friends about the good time you had last evening, but said you would not go back to the bar again this evening. About 1400 you get a call from the young lady you were with last evening asking if you were coming back tonight. How do you handle this situation? What's important here?

(6) You are the pilot in command of a single helicopter which has been diverted for an emergency extraction of a recon team. You make contact with the team and plan your approach for the pickup. Just as you land in the zone, you start taking heavy automatic weapons fire. The recon team makes for your helo as the fire becomes more intense. As soon as you get the six Marines aboard your aircraft, your crew chief says "Take Off!" As you lift off to clear the zone, the crew-chief comes up on the ICS (intercommunication system) again and tells you that the team leader just informed him that you left two men in the zone -- two men who were providing protective fire for the others who boarded the aircraft. The team leader wants you to go back to get them. What do you do? What factors are involved?

h. Show the film "What You Are Is Where You Were When."

(1) Dr. Massey's film focuses on an area of leadership frequently overlooked and ignored, i.e., the importance of values and how they are developed. This film is provided for the discussion group to assimilate the concept that values are not only an important consideration for a leader, but also shape the leader's behavior and those of his Marines in many ways.

(2) Introduce the film. Use the film synopsis, to prepare some opening remarks. Films may be found at your public library, the base library, or at TAVSC.

Important! Emphasize that Dr. Massey speaks rapidly and does not look like John Wayne, so you must listen closely, especially during the first few minutes of the film. Once you get used to his pace and style, there should be no problem.

(3) If possible, after the film hand out copies of the synopsis of Dr. Massey's presentation, "What You Are Is Where You Were When" to those who ask for it.

(4) Does anyone have comments on Dr. Massey's theory?

Emphasize that this is just one approach aimed at explaining values imprinting, role modeling and socialization factors. Pursue any objections or new ideas, but do not let the seminar get bogged down since there are many acceptable theories. The main points are that people have different values and behave (differently) according to their values.

i. Summary

(1) Recap the main points made by the group.

(2) When leaders understand the development and role of values and attitudes, they are in a more favorable position to deal with the behavioral problems of their Marines. When leaders acknowledge that their Marines will not always act and react as the leader does, or that they will not understand things or feel about them as the leader does, then leaders can approach new situations and their Marines more intelligently and helpfully.

(3) Values and attitudes are learned. When leaders establish mutual understanding between their Marines and themselves, they have helped create favorable attitudes toward suitable values.

(4) Our profession provides each of us with a superstructure of values designed to assist us in carrying out our duties and functions as Marine professionals. Unquestionably, we will sometimes find ourselves in circumstances where personal and professional value systems conflict. In such instances, adherence to our professional values must take precedence.

6. Appendices. None

UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

CORE VALUES: PROFESSIONALISM AND ETHICS

1. Introduction. Core Values: Honor, Courage, and Commitment! Conduct beyond reproach! Doing what is right! Integrity! Consummate professional! These are basic Marine Corps values which have earned the special trust and confidence of America in her Marines. Any breach in this special trust can have devastating effects on our unit, our Corps and our Country.

2. Overview. The purpose of this chapter is to stress the importance of values and to provide appropriate practical exercises which:

a. Stress to the Marine the professional aspect of Corps and expected standards of conduct.

b. Promote an understanding of values, character, and the Marine Corps core values.

c. Promote an understanding of ethics and ethical decision making.

3. References

FMFM 1-0, Leading Marines

4. Discussion Leader Notes. The following outlines the main topics to be covered during the discussion:

a. Values, where values come from, categories of values.

b. Marine Corps Core Values: Honor, Courage, and Commitment.

c. Definition of a professional, importance of professionalism.

d. Ethics, ethical traits considered particularly important to the military (obedience, loyalty, discipline, self-discipline, and selflessness); what documents our professional ethics are based on (UCMJ, Law of Land Warfare, Code of Conduct, Oath of Office); ethical decision making; and our ethical responsibilities toward society.

e. The dangers of careerism and of treating the military as just another profession.

f. Identify the qualities of a military professional.

g. Identify the military professional's responsibilities to society.

i. Identify through scenarios, individuals who best exemplify the ideal characteristics of a military professional.

5. Discussion

a. What are values? An individual's or group's ideas about the worth or importance of people, things, and concepts.

b. How are values, attitudes, and behavior related?

Behavior: An individual's or group's outward manifestation of either attitudes or values.

Attitudes: An individual's or group's feeling toward something or someone which are expressed in likes or dislikes.

If you have two Marines who are very similar in their personal makeup except that one is always late and the other is always punctual, you will probably have a better attitude toward the one who is punctual. In this case, your values have influenced your attitude. Conversely, by observation of a Marine's behavior and attitudes, you may gain some insight into what he values. This insight may be the key to being able to influence the Marine in a positive way, thus modifying any negative behavior he may have displayed.

c. Where do we get our values?

Home, school, peer groups, community, jobs, church.
Sociologists agree that values formed early in life seem to have a more lasting impact.

d. It is recognized that values are organized into what categories?

Personal, social (subcategories folkways, mores, institutional ways, and taboos), economic, political, and religious.

(1) Personal values: Traits that are representative of a person's moral character i.e. honesty, responsibility, loyalty, moral courage, friendliness.

(2) Social values: Values that are learned and that involve one's relationship to society and to other people, i.e. social responsibility, social consciousness, healthy interpersonal relationships, equality, justice, liberty, freedom, patriotism. There are four classes of social values:

(a) Folk ways: Values people accept out of habit.

(b) Mores: Morality which governs values.

(c) Institutional Ways: Practices set up under law.

(d) Taboos: The emphatic do's and don'ts of a particular society.

(3) Economic values. These values are identified through such mediums as equal employment, stable economy, balancing of supply and demand of productive goods, money, private property, pride of ownership, and taxes. Many believe that value is a commodity. An automobile, a house, or a TV set have certain values to them and their price is an economic value.

(4) Political values. These include loyalty to country, concern for national welfare, democracy, public service, voting, elections, and civic responsibility.

(5) Religious values. Characterized by reverence for life, human dignity, and freedom to worship.

e. How is character related to our values?

Our character is defined by "...the commitment to an admirable set of values, and the courage to manifest those values in one's life, no matter the cost in terms of personal success or popularity." Lewis Sorley in an article for the March 1989 issue of Parameters magazine.

6. Appendices

- Appendix A: Meet Ian Nicholas Wallocker
- Appendix B: Ian goes to college
- Appendix C: 1STLT I.M. Wallocker-FMF, Camp Lejeune
- Appendix D: 1STLT I.M. Wallocker-FMF, Convoy Commander
- Appendix E: 1STLT I.M. Wallocker-FMF, Sea Duty

APPENDIX A

Exercise #1

MEET IAN NICHOLAS WALLOCKER

Ian is a twelve-year old boy who has grown up as an only child in a stable middle-class family environment. His father is a management level white-collar worker, and his mother has recently started working again while Ian is in school. The family goes to church every Sunday and Mr. Wallocker is actively involved in the local Republican town council. In the last year:

-Mr. Wallocker worked many consecutive Saturdays to buy a Jacuzzi and a new Volvo. Ian likes to play football on Saturdays with his father.

-Ian received an increase in his allowance for good grades which he made time to do by not joining the football team.

-Ian became active in the youth organization at his church.

-Mr. Wallocker was promoted into a good friend's position because of his hard efforts. The friend was fired.

-Mrs. Wallocker was mugged and beaten in the parking lot at her place of work. The culprits were never caught.

-Ian received the only beating of his life (a stout one) from his father for stealing a small item from a local store.

What are some of the possible positive and negative values, attitudes, and beliefs that Ian may have been exposed to so far in life?

Mental effort is more important than physical effort

Money is important

Get ahead at any cost, even at the expense of others

Wrong doing is punished - if you are caught

Never steal

Belief in God and Religion

APPENDIX B

Exercise #2

IAN GOES TO COLLEGE

Ian graduates from high school and is accepted to a medium-sized liberal arts school close to home. He lives on campus and gets his first car (used K-Car) as a high school graduation gift. The following things occur to him during his college years.

-He depends on his parents for tuition and most of his living expenses.

-He meets his first "love" but cannot treat her the way he wants to due to a "lack of funds." She leaves him and marries a guy who drives a BMW.

-Several times he sees other students cheat on tests. They do not get caught and no one turns them in. He figures, "if they want to risk it, it's their business."

-Ian receives a partial scholarship for being a "walk-on" to the soccer team, a sport he took up in high school.

-He has several friends who develop steady drug and alcohol habits. Ian still hangs out with these people but, with the exception of some excessive drinking his freshman year, he does not use drugs and only drinks (moderately) on weekends. He figures, "if they want to risk it, it's their business."

-His fraternity house is filled mostly with old furniture and decor that was "appropriated" from various sources around campus.

-He meets a Marine Corps OSO during a job seminar his senior year. The Marine sales pitch differs because it does not promote job skills, but leadership training and decision making. Ian also sees that the starting wage and promotion scale for officers is not bad.

What are some additional beliefs, attitudes, and values that Ian has been exposed to during his college years?

(Theft is okay, in small amounts.

Money means power and happiness.

Drugs, alcohol, and integrity (lying and cheating) are personal decisions.

The military offers a good wage and lifestyle.

Physical effort can be rewarding)

Now that we have a better understanding of how values are formed, and since we realize that Ian is on the verge of joining the officer ranks of the Marine Corps, what kind of values will he find in his new environment?

(The Marines should either answer with some of the leadership traits from philosophy of leadership or preferably with the USMC Core Values: Honor, Courage, and Commitment.)

(Explain that the **Core Values** state in a compressed form the standards of conduct that are expected of all Marines.)

Why was the Tailhook scandal an issue that the American public was so concerned with? Why didn't they just chalk it up to a bunch of flyboys having a good time?

(The Marines should answer that Tailhook shocked the American public because they expected better from their military and from their military officers in particular. Even if the average citizen probably wouldn't express this expectation in the form of our Core Values, they have a preconceived idea of what kind of behavior is acceptable from those in whom they have placed "special trust and confidence.")

Which do you think is more difficult to display?

(Moral courage.)

During Ian's time at TBS, he saw that a lieutenant in the senior company on deck was forced to leave the USMC after his roommate turned him in for cheating on a test. Did that act require moral courage? If so, what fears did he have to overcome?

(Yes. The fear losing a friend. The fear of later regret and guilt. The fear of being ostracized by other members of the platoon.)

Does Ian have a decision to make involving moral courage?

(Yes. He must decide what to do about his roommate who requested special liberty in order to visit his ill grandmother. This same lieutenant's girlfriend called after his departure to inquire about what time to meet him at the ski lodge. The Marines should recognize the need for Ian to look into this possible breach of integrity. However, they should not miss the point that the goal of our emphasis on honor and integrity is to encourage an atmosphere in which trust abounds. Your word and signature are your bond. In other words, Ian has a responsibility to act in this case, but the Marines should not get the idea that they should constantly be prying into each other's personal affairs

looking for evidence of wrong doing. We are not in the business of being thought police.)

What is commitment and why is it important to us?

(Commitment is the spirit of determination and dedication within members of a force of arms that leads to professionalism and mastery of the art of war. It is important because it refers to that internal drive to better oneself, to sacrifice, and to come through when the going gets tough.)

A big part of being considered a military professional is living up to the standards we've just discussed. What is a military professional?

(A person who has undergone preparation and training. He possesses the knowledge on which professional actions are based and the ability to apply this knowledge in a practical way. Furthermore, the professional leader knows the principles of leadership and how to apply them to his unit's advantage. He accepts the service motive of his work. His profession is a means of earning a living, but wages do not become the primary purpose of his work.)

What are some of the qualities that experts consider necessary prerequisites for an occupation to be considered a profession?

(Renders a unique social service.)

(Relies upon intellectual skills.)

(Involves long periods of specialized training and experience.)

(Has considerable autonomy and decision making authority.)

(Are held personally responsible for their actions and decisions.)

(Service is emphasized over financial reward.)

(A profession is self-governing and responsible for policing its own ranks.)

(Professions have their own code of ethics which establish acceptable standards of conduct for members.)

We constantly refer to professionalism, the need to behave as professionals, and the desirability of professional behavior. Why is it so important to us?

(It must be recognized that unprofessional behavior by a Marine reflects not just upon that Marine's personal reputation, but upon all Marines. The public expects and hold Marines to higher standards than other professions.)

As part of the definition of a profession, it was mentioned that there was a requirement for a code of ethics. What makes up our written code of ethics?

(The UCMJ, the Law of Land Warfare, the Code of Conduct, the Oath of Office.)

Careerists and those who view the military as an occupation have been constant detractors from our overall professionalism for years. What do these terms mean to you?

(Careerism. "They seek advancement for its own sake and see it exclusively as a goal rather than as an opportunity... For the careerist the name of the game is to get promoted at all cost; everything else is secondary. Unworthy of the title 'military professional,' these individuals adopt the strategy of...getting their tickets punched without any concern for the kind of contribution they are making...always insuring that others receive the blame if things go wrong while they get the credit for the successes... They lack integrity, willingly lying and cheating to make themselves look good. These are the boot lickers and yes-men who paint a euphoric world for their commanders and render inaccurate reports when it suits their purpose...Members of the military profession abhor the Careerist.")

(Occupation rather than Profession: "Committed professional Marines of all ranks continue to worry over the fundamental shift in the motivational basis of the military system away from a calling toward 'just another job'- where the first priority readily could become self interest...' This shift is quite real, as increasing numbers of service people are motivated primarily by monetary incentives rather than the responsibilities of the military profession.")

-both of the above quotes are from The Military Professional in America by Lt Col John F. Shiner USAF, 1981.

Now that we have a better understanding of military ethics, we need to put that understanding to use by examining the process of ethical decision making. We all realize that at times we are going to run into situations that are ambiguous - where there are no easy answers. An example would be Ian's situation with his roommate. He doesn't know for sure whether his roommate lied to his Platoon Commander. He now must make a decision about what to do. His understanding and commitment to our code of ethics, his understanding of our core values, his values as absorbed throughout his life, and his moral courage will all come into play during this process. Let's look at the remaining scenarios for more examples of this demanding process.

APPENDIX C

SCENARIO #3

1STLT I.M. WALLOCKER-FMF, Camp Lejeune

Our character leaves TBS and attends the Logistics Officer Course. He is now a salty 0402 currently assigned as the Maintenance Management Officer and Assistant Logistics Officer of an infantry rifle battalion at Camp Lejeune, N.C. The following are a series of situations he is exposed to in the FMF.

-The battalion has just returned from a two-month winter training exercise. Many Staff NCOs and officers have submitted annual leave papers.

-It is Sunday morning the 10th of March. Since Ian did not take leave he finds himself posted as the Officer of the Day. As he looks through the folder including all leave papers he notices that most of the officers who are scheduled to start leave on Monday the 11th have already picked up their leave papers. "Roger that" he says to himself. Since SNCOs and officers have the privilege of checking out by phone and signing their own departure times on leave papers they probably picked them up on Friday to save a trip in to work on Monday.

-At about 0730 the Battalion Executive Officer calls. He tells Ian to be sure to have 1stLt Peters contact him before Peters checks out on leave Monday morning. The XO has tried to contact Peters at home but no one answers the phone. He thinks that Lt Peters is either at church, brunch, or both. He knows that Lt Peters is slated to start leave on Monday and will be going to Florida for 10 days.

-Ian tells the XO that Lt Peters has already picked up his leave papers but has not checked out by phone yet. When he does Ian will inform him to get in touch with the XO.

-On a hunch, Ian calls the leave address phone number listed on the unit copy of Lt Peters' leave papers. Peters answers the phone. Ian asks him what the heck he is doing in Florida when his leave does not start until Monday. Lt Peters says that he had the chance to catch a military hop on Saturday and since it was a weekend he would just sign his own leave papers on Monday when it was time to start leave.

Has Lt Peters violated any rules? If so how, and what does he stand to lose?

(Yes, he has. Liberty cannot be taken in conjunction with leave. This officer stands to lose his professional integrity and reputation and can be charged with unauthorized absence. Also, if he happened to get into an accident while in Florida that required a hospital stay, the resulting line of duty/misconduct investigation would find that the Marine Corps would be under no obligation to pay for his medical expenses.)

Lt Peters tells Ian, "Hey Ian, remember the LPA(Lieutenant Protection Association). Can you cover for me with the XO?" What should Ian tell him?

(No! Have this guy explain it to the XO when he talks to him.)

What does Lt Wallocker stand to lose if he covers for the other lieutenant?

(His own professional reputation and integrity.)

If you are not familiar with the Leave and Liberty Regulations where would you find the answer to these questions?

(The S-1 shop.)

The above is a very realistic situation. What do you think you would do as the battalion OOD in this case?

APPENDIX D

SCENARIO #4

1STLT I.M. WALLOCKER-FMF, Convoy Commander

The battalion deploys on a six-month Med cruise. The MEU finds itself located offshore near a sensitive political area as a contingency force. Shortly after the arrival of Marine forces, the situation deteriorates and the government of the developing country requests U.S. military support.

-Lt Wallocker finds himself in charge of running resupply convoys to rifle companies located in small villages in the battalion area of operations. These convoys are essential to the battalion's efforts and therefore are usually escorted by heavy guns vehicles along with FO and FAC teams. The battalion has been engaged several times, but the Marines' role remains mainly a supporting effort for the local military. Rules of engagement are very specific, and all Marines have been thoroughly briefed on them.

-Ian is currently stopped along a remote stretch of road to help repair a flat tire on a five-ton truck. The rest of his vehicles are stopped one mile ahead waiting for them. An American Lieutenant comes out of the brush at the side of the road to talk. "Hey Marine, are you in charge of those MK-19 vehicles that just went by?" "Sure am," replies Ian. "What's goin' on?" "Well, I'm an advisor to the local ground militia and we're about to conduct an assault on that village over there. It's full of rebel forces according to the local honcho. I've been trying to get some kind of fire support for the attack but everything's been refused. I could sure use your MK-19s to pound the heck out of it."

-Lt Wallocker knows that the rules of engagement says treat every inhabited area as a No Fire Area. The only way a village can be fired upon is if the unit is receiving fire from it. "Well I can't do that unless they're shooting at us. How do you know that there aren't civilians in there?" asks Ian. "The local chief says everyone in there is hostile. Look, I've got authority in this area and I need those 19s now." says the advisor.

- "Well let me see what I can do." replies Lt Wallocker. At this time the Marines have finished changing the tire and Ian cannot get comm with his higher headquarters. Ian says, "Look, let me get this truck out of here and talk to my higher. If they say it's good-to-go, I'll bring my MK-19s back in five minutes." He leaves and rejoins the convoy. Upon reaching the convoy, he still cannot get comm and being doubtful of the advisor's intel and authority, he decides to complete his mission.

- Lt Wallocker gets the convoy to the line companies and back to battalion safely. He doesn't mention the incident to anyone. Later that night, while in the COC, he hears over the regimental intelligence net that the village was attacked by a ground-directed air-strike shortly after his departure. Forty-five enemy were reported KIA. Since the coordinates describe exactly where the advisor wanted his heavy guns to engage, Ian suspects that the KIA were civilians.

Should Lt Wallocker have done anything differently, and what should he do now?

(He should have reported the incident to his higher headquarters as soon as possible. He could also have better explained the rules of engagement to the advisor. At this time he should immediately explain the entire incident to his commanding officer.)

Has Ian contributed to a possible war crime?

(Not deliberately.)

What kind of pressures might the advisor have been under?

(Pressures from his higher for "body counts." A desire to succeed. Frustration at not being able to close with and destroy the enemy. All realistic pressures that will impact (hopefully minus the pressure for body counts) on all of us in a combat situation.)

Rather than keeping quiet, what could Lt Wallocker have done after establishing comm or after returning to battalion?

(He could have immediately reported the incident.)

APPENDIX E

SCENARIO #5

1STLT I.M. WALLOCKER-FMF, Sea Duty

After spending three years in a battalion and having shown a high level of maturity and proficiency in logistics and combat arms, our character gets his next assignment -- sea duty aboard the aircraft carrier, USS Abraham Lincoln. He reported aboard two months ago and assumed the duties of Executive Officer for the Marine detachment. The unit is exceptionally well-trained and disciplined. Their morale is very high, and they have recently earned outstanding grades on a recent inspection. The NCOs are outstanding and routinely display initiative, dependability, and good judgment.

-The carrier has arrived in Naples, Italy and will remain there for two weeks. This morning immediately after holding the colors' ceremony for the ship, Cpl Losh, who was in charge of the color detail comes to see Ian with his squad leader. He reports that while the color detail was waiting by the "Island" for the appropriate time to move out, a sailor on the signal bridge began spitting down on them. His men wanted to "correct" the sailor, but Cpl Losh showed excellent professionalism by going up himself and taking the man's name and ID card. He has prepared a charge sheet and has three eye witnesses who can identify the sailor. He mentions that the men of the detachment wanted to take the matter into their own hands, but the First Sergeant assured them that the XO will see that justice is done.

-Lt Wallocker submits the charges to the Detachment CO, who concurs with them and just prior to departing on annual leave sends the charges up the chain of command for handling at Captain's Mast. On the day of the Captain's Mast, Ian sends Cpl Losh and the other witnesses up to testify. When they return it is obvious that they are very disturbed and angry. Lt Wallocker quickly finds out that the Captain of the ship did a very cursory job of dealing with this case. He didn't question the Marines and when the sailor's "Chiefs" said the sailor had a "good record" the Captain of the ship dismissed the charges with a warning. As the Marines were leaving, several of the sailor's friends laughed and taunted them about being "seagoing spittoons." Only Cpl Losh's strong leadership prevented a brawl.

-The Captain of the ship is notorious for giving light punishment at Captain's Mast but this is the first time it has

impacted on the Marine Detachment. As Ian is thinking over the problem, the First Sergeant enters. "Hey XO, our Devil Dogs are feelin' bad and lookin' mad. This thing could really hurt our morale, and I feel sorry for any sailor on "libo" who runs into any of our guys."

The first shorecall is in two days, and tensions between Marines and sailors are becoming very strained. Lt Wallocker anticipates a serious liberty incident developing ashore.

What steps should Lt Wallocker take to prevent a major setback in unit moral and to preclude a serious incident ashore with the Navy?

(Get the detachment together and give them a refresher on professionalism and discipline. Attempt to get something more in the way of punishment from the captain.)

Should Ian approach the Captain of the ship? If so what should he say?

better su (Yes. He should expect that the answer will not be changed. He could tactfully discuss the effect that the incident has had on the morale of his Marines and the need for better support in the future. A time for moral courage.)

The Captain tells Lt Wallocker, "I will not change my decision, and furthermore, there will be no liberty incidents ashore. I hold you personally responsible, Lieutenant." What additional steps can Ian take?

(Explain to his Marines that the incident is over. Pass on the Captain's words about incidents not being tolerated. Commend the corporal for his professionalism and tell the Marines that they should be glad that they belong to the group that is "squared away")

UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

ETHICAL LEADERSHIP

1. Introduction. Chester Barnard, in his classic work, The Functions of the Executive (1938), asserted that ethical behavior is a leadership responsibility. Barnard argued that organizations thrive in proportion to the quality of their leadership, and that the quality of leadership depends upon the quality of an organizational code of ethics.

2. Overview. The purpose of this period of instruction is to discuss the importance of ethics and their applicability to leaders and subordinates in today's Marine Corps. The leader's role in fostering an ethical climate is of the utmost importance.

3. References. The following provide additional information on ethical leadership within the Marine Corps:

FMFM 1-0, Leading Marines
The Function of the Executive; Chester Barnard

4. Discussion Leader Notes. N/A

5. Discussion

a. Definitions

(1) Ethics. A set of standards or a value system by which free, human actions are ultimately determined as right or wrong, good or evil. Annex A further explains ethics and provides some definitions that may be useful when preparing your outline.

(2) Code of Ethics. The rules of conduct generally recognized within a particular class of human actions e.g., medical ethics, legal ethics, military ethics. A code of ethics helps establish moral opinion and define expected/acceptable behavior in specialized fields.

(3) Professional Ethics. Refer to and deal with additional ideals and practices that grow out of one's professional privileges and responsibilities. Professional ethics apply to certain groups, e.g., the military, and are an attempt to define situations that otherwise would remain

uncertain and to direct the moral consciousness of the members of the profession to its peculiar problems. For example, the military defines situations and prescribes correct behavior for its members in documents such as the Code of Conduct (Appendix B) and the Law of Land Warfare.

b. Ethics have to do with right and proper conduct. (What is right and what is wrong?) Ethics are sometimes referred to as being tied to a set of rules. However, many rules are not concrete in the sense of laws, and may not be written down on paper for all to follow. The rules to which we are referring when we speak of ethics are similar to the basic rules of sportsmanship. For example, true sportsmanship expects that the players have a healthy attitude toward competition and a general belief that how one plays the game is important. It involves an internal sense of fair play and obligation to do things the right way, even though the right way may be a bit tougher.

c. Philosophy. Great sportsmanship requires a sense of integrity and a genuine concern for the example that is set in each and every part of the game. Sportsmanship is separate from the purely technical aspects of any sport, as well as the individual skills that are a part of being really good player in the sport. If we say that someone is a great sportsman, we are not referring to the individual skill and talent as a ballplayer or coach; rather we are talking about the integrity of the individual and how that individual represents the ideals of sportsmanship in its truest sense. (Do we win in sports at all costs? In combat?)

Ethics also involves a concern for standards of excellence. It should be no surprise to anyone that every Marine is expected to act in accordance with some very specific standards of right and responsible action. Every Marine is expected to do his or her job in a proper and correct manner, and to act in accordance with a sense of purpose and a regard for high personal standards.

d. What is the relationship between law and ethics? Laws are humanity's attempt to interpret the ethics of the society. Laws and regulations often define ethical behavior; what is good or bad, right or wrong. Unfortunately, no regulation can cover every human situation. Therefore, conflicts develop between law and ethical behavior, i.e., the law says it's wrong to speed. However, a man whose son has just been bitten by a copperhead feels that speeding to get his son to the hospital is the right behavior.

e. Discuss the significance of ethics in the military.

(1) Why must the Armed Forces concern themselves with ethical behavior?

(2) Society entrusts the Armed Forces with the means/capability of great destructive power and its use during war; society expects responsible utilization of that power. How would/could that power be misused or misperceived in both today's military and throughout history?

(3) Society grants the leaders of the Armed Forces comprehensive control over its members, even to the extent that the very freedom and guarantees which the Armed Forces exist to preserve are for the military members themselves substantially abridged. What might some examples of this be?

(4) The very nature of the purpose for which armies are established is to prepare for the country's defense against the uncertain, the unknown, the unpredictable, and the unpleasant. We put our brightest military minds to the task of wargaming and planning, but the best of these plans are only contingencies based on assumptions about events which have not yet occurred. Ours is a calling for which we cannot write all the rules in advance. Therefore, as in no other calling, we must establish another calling. We must have leaders who will do what is required and what is right when the striking hour comes when they must rely on themselves when the nation relies on them the most.

f. What is a Code of Ethics? The Code of Ethics for Marines can be summed up in three words: honor, courage, and commitment.

g. Marine Corps Policies: The Law of Land Warfare, Code of Conduct, UCMJ, promotion warrants, and the Oath of Office set some standards. (See Appendix B and Appendix C)

(1) Paragraph 1100 of the Marine Corps Manual addresses the moral responsibilities of leaders, such as special trust and confidence, integrity, good manners, sound judgment, discretion, duty relationships, social and business contacts, and qualities such as integrity, obedience, courage, zeal, sobriety, attention to duty, and personal relations.

(2) Customs, courtesies, and traditions play a significant role in the establishment of moral values in the Corps.

(3) Perhaps the most important way new Marines come to know standards of conduct is through the example set by their leaders on a day to day basis.

h. What kind of examples are set by leaders today? Some actions are traditionally considered right or wrong, good or bad by Marines. Keeping in mind the values and the standards which we have in the Marine Corps, we are able to come up with a list of "desirable and undesirable" actions which characterize Marines.

(1) A list of *desirable actions* includes:

(a) Doing one's job well without complaining.

(b) Setting a good example and displaying strong, virtuous qualities of leadership, such as honesty and integrity.

(c) Working together as a team to accomplish the mission.

(2) A list of *undesirable actions* includes:

(a) A negative attitude.

(b) Stealing from another Marine.

(c) Not caring that a peer looks shabby in uniform, or goes UA, or uses illegal drugs.

(d) Not carrying one's full and fair share of the workload.

(e) Breaking one's faith and trust with a fellow Marine.

(f) Cowardice or dishonor.

i. Unspoken ethics. Our Corps' standards run the spectrum of ideals, from not showing cowardice and dishonor by leaving our dead on the battlefield, to not holding hands with our sweethearts in public, or going without a hair cut even while on leave.

(1) Some ethically oriented standards based on tradition include:

(a) A Marine's word is his/her bond.

(b) A leader doesn't eat until his/her subordinates have.

(c) Marines take care of their own.

(2) Ways Marines uphold these values:

(a) First, we must inform all Marines of the standards required.

(b) Second, we must daily reinforce these values and standards expected of all Marines. This reinforcement must be found in unit policies, in local procedures (formal and informal), and in the daily example which is set by senior and junior leaders alike, as well as by peers.

(c) Finally, there must be an effective system of approval and disapproval for the actions of all Marines. In this case the idea of reward and punishment is not intended to provide an incentive for behavior, but rather to provide a determination of what behavior is considered acceptable and desirable, and what is considered unacceptable and undesirable, for all to see (senior and junior alike).

j. Ethics are important to the idea of Standards of Excellence. Our obligation as Marines serving "Corps and Country" is more than simply obeying orders. It requires a sense of commitment to both the mission and roles we serve in as Marines. Mere awareness of the responsibility involved is not enough. There must exist a tenacious sense of obligation, and a strong sense of duty and honor in all that we accomplish. At this level of commitment, we are dealing with ethics.

k. Relationship between ethics and day to day MOS proficiency. Ethics and standards in MOS proficiency mean that Marines should not be satisfied with themselves until they know everything about their own job, as well as the job of the next Marine senior and junior to them. This form of work ethic is what develops a personal sense of pride and personal accomplishment. It becomes a matter of integrity to strive to obtain all the knowledge and skill necessary to meet any challenge and responsibility successfully.

l. How can we relate the idea of ethics to our personal standard of discipline? The issue of discipline also carries ethical implications. Consider, for example, a Marine's concern about his/her personal standard of conduct. This sense of concern does not stem from fear of punishment, but because they

genuinely feel a sense of obligation to maintain a high standard of conduct because they are Marines. Often the wearing of the uniform becomes justification for excellence in conduct. Pride is the underlying motivation; anything less than excellence is a matter of dishonor and personal failure.

m. The leader's role in establishing an ethical climate. Leaders are expected by others to behave ethically and responsibly, both personally and professionally. A leader promotes ethical behavior in his or her subordinates through setting, enforcing, and publicizing high standards. Furthermore, leaders must project an example of tolerance in regard to honest mistakes in the training environment.

n. Problems that can surface within military ethics. Issuing unclear orders to a subordinate, who may not possess a sound personal code of ethics or who has a "can do anything" attitude, may cause him/her to compromise his/her ethics in the execution of the order. As a result, he/she may give an incorrect report to a superior, use undesirable methods in carrying out the order, or may even commit an illegal act out of fear of the consequences that will result if the mission is not accomplished. Some examples may be: "Gunny, I want the barracks painted. I don't care how you do it!" or, "I want 100% qualification on the rifle range." Obviously these orders are stated in questionable terms that could easily lead to unethical behavior by those executing the orders.

o. Effects that inconsistent rewards or punishment for unethical behavior have on a unit. Leaders must ensure they reward and punish based on the Corps' established standards and traditions. The individual conscience of a Marine can be paralyzed by frustration arising from situations where ethical actions are penalized or ignored, and where unethical actions are rewarded, either directly or indirectly, by not being punished. For example, the gunnery sergeant who gets the barracks painted as directed, gets a real pat on the back. However, everyone, including the CO, knows he stole the paint from another unit on the base. Furthermore, the squad leader who does not get 100% qualification, but gave his absolute best effort, gets chewed out, while another squad leader gets 100% qualification by "penciling" a score card, and receives a meritorious mast.

p. Communication problems can inhibit the ethical environment of the Marine Corps. The inability of information to flow freely through the chain of command, thereby isolating top leadership from organizational realities, may produce unrealistic

expectations from them. Also, there are few rewards for honesty in communication. This situation promotes tendencies to alter facts and to withhold information, i.e., if you tell the truth, you get "chewed out".

Additionally, the perception from subordinates that their superiors discourage negative feedback can result in communication blockades. This may find subordinates hesitant to ask their superiors for clarification or guidance on issued orders. This could mean the difference between a Marine making a bad judgment call and a failed mission. Leaders need to ensure open lines of communication exist throughout their chain of command.

q. Ethics in the way we perceive training Marines for combat. Combat training is designed to enable Marines to fight, survive and win. It is not to instill a mode of thinking that entails barbaric acts of killing or violence. Marines are to be disciplined and responsible enough to distinguish when they should employ their training, and when not to.

Good training and leadership will prevent irresponsible actions in peacetime or combat. Atrocities are committed by poorly trained and poorly disciplined personnel. Good leadership in the Corps means Marines must daily exercise their oaths to support and defend our Constitution and uphold the honor of their unit and Corps by words and actions. Each Marine must be physically, mentally, morally, spiritually, and emotionally trained to do so confidently and effectively at all times, ranging from personal peacetime behavior to all-out combat action.

r. Ethical dilemmas facing leaders. The following scenarios provide situations where leaders face ethical dilemmas.

(1) The reviewing officer for your fitness reports tells you he has added numbers in block 15 to increase your chances of promotion.

(2) Your platoon commander is very concerned about the submission of reports to the company commander. The company CO has indicated he will not forward reports showing negative information.

(3) Your boss has demonstrated in the past that he does not like subordinates to disagree with him. You are convinced a recently published order is unduly severe on your Marines.

(4) A crew chief, a personal friend, is a heavy drinker but has always performed well. During a preflight briefing, you smell alcohol on his breath.

(5) Re-enlistments are on the skyline. You have a Marine who is a marginal performer. However, he does not have any NJP's or courts-martial. If he is re-enlisted, he will be promoted to the next higher grade. He wants to stay in the Marine Corps. Your recommendation is all that he needs. Your CO has recently commented on how low re-enlistment rates are in your unit.

(6) In preparation for the IG, the training officer, your supervisor, requires you to document training that was never accomplished.

(7) The executive officer orders all sections to spend budget money at the end of a fiscal year whether they need to or not, to ensure reallocation of that money in the next fiscal year.

(8) The patrol leader who, instead of carrying out his mission and following the patrol route, goes out beyond the front lines about 200 meters and hides there in defilade for the night.

(9) Your unit has just assaulted a small enemy village located by a river. You were successful but took a few casualties. The unit is mopping up and searching for enemy believed to be hiding in the riverbank. The buddy of one of the company runners (a lance corporal) had his elbow shattered by an enemy round and is moaning on the ground being treated by a corpsman. A POW is captured and pulled out of the river. Two Marines are herding him to the CP. When they approach near the lance corporal, the lance corporal curses in rage, charges and strikes the POW a blow with his fist. Other Marines are watching, including leaders, but seem stunned and unmoving. You are close by and certain the lance corporal won't stop with one blow.

The Law of Land Warfare requires POW's to be treated humanely. POW's can provide intelligence that can save lives of many Marines. One such act can lead to other more violent acts. Quick, forceful action is required.

Historically, in the above situation, the company commander, seeing that no one else was taking action to stop the lance corporal, moved quickly, grabbed the lance corporal, pinned his arms to his side, pulled him away forcefully, and in a voice

loud enough for everyone nearby to hear, told him to knock it off, that he knew how he felt, but that POW's were not to be treated that way, and directed the POW be taken to the interpreter. The spell was broken and everyone went about their business.

s. Summary. The Marine Corps cannot function successfully as a group of individuals working independently, doing their own thing, and maintaining whatever set of individual standards they may have. It is necessary for all Marines to function together as a team and subscribe to Marine Corps standards. This requires Marines to perform their duties well, to have a common purpose, and display a common sense of obligation to the highest standards of personal conduct.

Everyone must know and fully understand what standards are required and actively seek to maintain those standards. Only then can the Marine Corps and any unit in the Marine Corps hope to achieve success.

The nature of the obligation which we have as Marines requires more than simple obedience of orders. It requires a sense of commitment to the purpose and the role which we perform as Marines. Simple awareness of the responsibility involved is not enough. There must exist a sense of obligation for whatever action is required to accomplish our responsibility thoroughly. At this level of commitment we are dealing with ethics.

6. Appendices

Appendix A: Definitions

Appendix B: Code of Conduct

Appendix C: Oath of Office

APPENDIX A

DEFINITIONS

CODE OF ETHICS. The rules of conduct generally recognized in respect to a particular class of human actions; e.g., medical ethics, legal ethics. It serves to crystallize moral opinion and define behavior in specialized fields.

DUTY. The conduct or action required of a person on moral grounds.

ETHICS. A set of standards or value system by which free, human actions are ultimately determined as right or wrong, good or evil. While most persons use the terms morals and ethics synonymously, morals and morality usually refer to conduct or behavior patterns; whereas ethics and ethical refer to the study of these matters or to a system of ideas about them. For example, we usually speak of a moral man and of an ethical system or code.

FIDELITY. Faithfulness in the discharge of duty or of obligations; allegiance to those to whom one is bound in honor; loyalty.

HONEST. Fair and candid in dealing with others; true; just; upright; characterized by openness and sincerity.

HONOR. Credit or reputation for behavior that is becoming or worthy. A source of credit or distinction. A personal characteristic consciously maintained, such as might deserve or expect esteem.

INTEGRITY. Soundness of moral principle and character; uprightness; honesty.

MILITARY ETHICS. The statement of professional ethics applied to a specific group, i.e., the military.

MORALS. Pertaining to or concerned with right conduct or the distinction between right or wrong. Morality covers the extensive field of personal and social behavior.

PROFESSIONAL ETHICS. Refer to and deal with additional ideals and practices that grow out of one's professional privileges and

responsibilities. Professional ethics apply to certain groups, e.g., the military, and are the expression of the attempt to define situations that otherwise would remain uncertain and to direct the moral consciousness of the members of the profession to its peculiar problems.

RIGHT. Conforming to ethical or moral standards. The term is used when speaking of acts.

STANDARD. Anything taken by general consent as a basis of comparison; an approved model.

VALUE. That which has worth or is desirable.

WRONG. Deviating from moral rectitude as prescribed by law or by conscience; immoral, not just, proper, or equitable according to a standard or code; deviating from fact and truth.

LAWS AND ETHICS. Laws are said to be man's attempt to codify his ethics. Laws and regulations often define accepted ethical behavior. Unfortunately, laws and regulations deal with specifics and are unable to address every possible human situation. Therefore conflicts can develop between the law and ethical behavior. For example, the law says it is wrong to speed; however, a man whose son has just been bitten by a poisonous snake and who is speeding his son to the hospital would certainly not consider his speeding as unethical.

APPENDIX B

CODE OF CONDUCT

The Code of Conduct was prescribed by the President of the United States in 1955 as a simple, written creed applying to all American fighting men. The words of the Code, presented in six articles, state principles that Americans have honored in all the wars this country has fought since 1776.

The Code is not intended to provide guidance on every aspect of military life. For that purpose there are military regulations, rules of military courtesy, and established customs and traditions. The Code of Conduct is in no way connected with the Uniform Code of Military Justice (UCMJ). The UCMJ has punitive powers; the Code of Conduct does not.

The six articles of the Code can be divided into three categories. Articles I and II are general statements of dedication to country and freedom. Conduct on the battlefield is the subject of Article II. Articles III, IV and V concern conduct as a prisoner of war.

(Extracted from Chapter Three of the Guidebook for Marines)

Article I

I am an American. I serve in the forces which guard my country and our way of life. I am prepared to give my life in their defense.

It is a long-standing tradition of American citizens to willingly answer the call to arms when the peace and security of this nation are threatened. Patrick Henry stated it best in the early days of our country when he said, "Give me liberty or give me death." Nathan Hale, captured by the British during the Revolutionary War and charged with spying, personified the spirit of the American fighting man when he spoke the immortal words, "I only regret that I have but one life to give for my country," just before his execution by hanging.

More recently, the threat to America has been less obvious as small countries such as South Korea and South Vietnam and Kuwait have borne the brunt of our enemies' attacks. Nevertheless, Americans have risen to the challenge and have proven their dedication and willingness to make the supreme sacrifice as much as in any of the wars in our history.

In December 1967, Marine Corporal Larry E. Smedley led his squad of six men into an ambush site west of the vital military complex at Da Nang in South Vietnam. When an estimated 100 enemy soldiers were observed carrying 122mm rocket launchers and mortars into position to launch an attack on Da Nang, Corporal Smedley courageously led his men in a bold attack on the enemy force which outnumbered them by more than 15 to 1.

Corporal Smedley fell mortally wounded in this engagement and was later awarded the Medal of Honor for his courageous actions. His bold initiative and fearless devotion to duty are perfect examples of the meaning of the words of Article I of the Code of Conduct.

Article II

I will never surrender of my own free will. If in command I will never surrender my men while they still have the means to resist.

This is an American tradition that dates back to the Revolutionary War. An individual may never voluntarily surrender himself. If isolated and unable to fight the enemy, he/she is obligated to evade capture and rejoin friendly forces at the earliest possible time.

John Paul Jones always comes to mind when one reads Article II of the Code. It was in 1779 that the captain of the *Bonhomme Richard* challenged two British ships of war, the *Serapis* and the *Countess ol Scarborough*. Old, slow, and hopelessly outclassed the *Richard* was being badly battered, repeatedly set on fire, and rapidly filling with water when the captain of the *Serapis* called, "Do you ask for quarter?"

"I have not yet begun to fight," said John Paul Jones. Hours later, the *Serapis* struck her flag and Jones and his crew boarded and captured the British ship as they watched their own ship sink.

Where a unit is involved, the Marine in command may never surrender that unit to the enemy while it has the power to resist or evade. A unit that is cut off or surrounded must continue to fight until it is relieved by, or able to rejoin friendly forces.

Private First Class Melvin E. Newlin was manning a key machine gun post with four other Marines in July 1967 when a savage enemy attack nearly overran their position. Critically wounded, his comrades killed, Private Newlin propped himself

against his machine gun and twice repelled the enemy attempts to overrun his position. During a third assault, he was knocked unconscious by a grenade, and the enemy, believing him dead, bypassed him and continued their attack on the main force. When he regained consciousness, he crawled back to his weapon and brought it to bear on the enemy rear, inflicting heavy casualties and causing the enemy to stop their assault on the main positions and again attack his machine gun post. Repelling two more enemy assaults, Private Newlin was awarded the Medal of Honor for his courageous refusal to surrender his position or to cease fighting because of his wounds.

In June 1966, Staff Sergeant Jimmie E. Howard and his reconnaissance platoon of 18 men were occupying an observation post deep within enemy controlled territory in South Vietnam when they were attacked by a battalion size force of enemy soldiers. During repeated assaults on the Marine position and despite severe wounds, Staff Sergeant Howard encouraged his men and directed their fire, distributed ammunition, and directed repeated air strikes on the enemy. After a night of intense fighting which resulted in five men killed and all but one man wounded, the beleaguered platoon still held its position. Later, when evacuation helicopters approached the platoon's position, Staff Sergeant Howard warned them away and continued to direct air strikes and small arms fire on the enemy to ensure a secure landing zone. For his valiant leadership, courageous fighting spirit, and refusal to let his unit be beaten despite the overwhelming odds, Staff Sergeant Howard was awarded the Medal of Honor.

Article III

If I am captured, I will continue to resist by all means available. I will make every effort to escape and aid others to escape. I will accept neither parole or special favors from the enemy.

ARTICLE IV

If I become a prisoner of war, I will keep faith with my fellow prisoners. I will give no information nor take part in any action which might be harmful to my comrades. If I am senior, I will take command. If not, I will obey the lawful orders of those appointed over me and we'll back them up in every way.

Article V

When questioned, should I become a prisoner of war, I am required to give name, rank, service number, and date of birth. I will evade answering further questions to the utmost of my ability. I will make no oral nor written statement disloyal to my country and its allies or harmful to their cause.

The misfortune of being captured by the enemy does not end a Marine's usefulness to his country. It is his duty to continue to resist the enemy by all possible means, and to escape and assist others to escape. A Marine may not accept parole from the enemy or special favors such as more food, warm clothes, fewer physical restrictions, etc., in return for promises not to escape, or informing, or providing information to the enemy.

Informing, or any other action endangering the well-being of a fellow prisoner is forbidden. Prisoners of war will not help the enemy by identifying fellow prisoners who may have knowledge of particular value to the enemy, and who may, therefore, be made to suffer brutal means of interrogation.

Strong leadership is essential to discipline. Without discipline, organization, resistance, and even survival may be extremely difficult. Personal hygiene, sanitation, and care of sick and wounded prisoners of war are absolute musts. All United States officers and noncommissioned officers will continue to carry out their responsibilities and exercise their authority if captured.

The senior line officer or noncommissioned officer within the prisoner of war camp or group of prisoners will assume command according to rank or date of rank, without regard to service. He is the lawful superior of all lower ranking personnel, regardless of branch of service.

The responsibility to assume command must be exercised by the senior. If the senior officer or noncommissioned officer is incapacitated or unable to command for any reason, command will be assumed by the next senior man.

Article VI

I will never forget that I am an American responsible for my actions, and dedicated to the principles which made my country free. I will trust in my God and in the United States of America.

Article VI and Article I of the Code are quite similar. The repeated words "I am an American, fighting in the service of my country" are perhaps the most important words of the Code, because they signify each American's faith and confidence in their God, their country, and their service. Since John Paul Jones made his defiant reply "I have not yet begun to fight," to the present, Americans have traditionally fought the enemy wherever he was found and with whatever weapons were available. When captured, the POW continues the battle in a new arena. When facing interrogators they are under fire just as though bullets and shell fragments were flying about them.

Disarmed, the POW must fight back with mind and spirit, remaining faithful to his fellow POW's, yielding no military information, and resisting every attempt of indoctrination. It is the responsibility of each Marine to honor these traditions by carefully adhering to the meaning of each article of the Code of Conduct. The many Americans who have accepted this responsibility are heroes in the finest sense of the word.

In February 1966, Lieutenant (jg) Dieter Dengler, USNR, was on a bombing mission over North Vietnam when his aircraft was badly damaged by ground fire. Lieutenant Dengler crash-landed his aircraft in nearby Laos and attempted to evade capture. After successfully evading for one day, he was captured and led to a village where he was interrogated and told to sign a Communist propaganda statement condemning the United States. Lieutenant Dengler's repeated refusal to give more than his name, rank, service number and date of birth, or to sign any statements, resulted in severe beatings. When he continued to refuse to answer questions, he was tied behind a water buffalo which dragged him through the brush. The interrogations and beating continued for three days, but Lieutenant Dengler refused to give in.

Later, he escaped from his guards but was recaptured and again severely beaten. After six months in captivity, Lieutenant Dengler successfully escaped, killing several enemy guards in the process. On the 17th day, a pilot who escaped with him was killed, and Lieutenant Dengler had to continue alone. Although suffering from malnutrition, jaundice, fatigue, and badly cut and swollen feet, Lieutenant Dengler refused to give up. Finally, on the 22nd day after his escape, he managed to lay out a crude SOS on a bed of rocks and attract attention of a United States Air Force aircraft. Later a rescue helicopter plucked him to safety and ended his ordeal.

The stories of those who have steadfastly followed both the spirit and letter of Articles III, IV and V of the Code of Conduct are numerous.

APPENDIX C

OATH OF OFFICE (enlisted)

I, DO SOLEMNLY SWEAR (OR AFFIRM) THAT I WILL SUPPORT AND DEFEND THE CONSTITUTION OF THE UNITED STATES AGAINST ALL ENEMIES FOREIGN AND DOMESTIC; THAT i WILL BEAR TRUE FAITH AND ALLEGIANCE TO THE SAME; AND THAT I WILL OBEY THE ORDERS OF THE PRESIDENT OF THE UNITED STATES AND THE ORDERS OF THE OFFICERS APPOINTED OVER ME, ACCORDING TO REGULATIONS AND THE UNIFORM CODE OF MILITARY JUSTICE. SO HELP ME GOD.

UNITED STATES MARINE CORPS
Marine Corps University
Character Development
User's Guide to Marine Corps Values

RIGHT -vs- WRONG

--Ultimately, every Marine is drawn to a situation in which he is compelled to apply the fundamentals of what he believes to be just and right.

--Unknown Marine

1. Introduction. The above abstract depicts a situation that every Marine faces in the course of their career. That is, eventually every Marine will be witness to some action that will require him or her to apply the factors of integrity, ethics, morals, and culture to a situation that, by virtue of being a Marine, he or she is responsible. Marine leadership, is by no means foreign to the welfare of human life, that is our fellow Marines. We as Marines must decide what is black and white, and what composes the deterrents of each. We must genuinely know what is right and what is wrong.

2. Overview. The purpose of this period of instruction is to make Marines aware of the moral and ethical principles that compose the values which distinguish right from wrong.

3. References

- a. FMFM 1-0, Leading Marines
- b. USNA Guide for Naval Leaders
- c. Dictionary of Social Sciences
- d. FM 22-100, Military Leadership
- e. Appendix A: Definitions

4. Discussion Leader Notes. Initiate group discussions in the case of each of the of the practical exercises.

5. Discussion

a. Marines should attempt to set the example in every aspect of themselves, whether it be as leaders or as followers. If a Marine continuously sets the example, he/she will be successful in all aspects of life. If a Marine religiously pursues

attainment of all the leadership traits, as described in FM22-100, he/she will unequivocally set a good example.

b. Sometimes doing what is right is not the easiest path to follow. Certain situations arise in which the best course of action cannot be clearly decided as being the right or wrong thing to do. A good example is the famous dilemma of stealing a loaf of bread to feed a hungry family. Your response to these dilemmas will depend upon your up-bringing and exposure to morals and ethics. What may be right and justified in one culture or sub-culture, may be inappropriate or illegal in another. It is in this fine distinction that many Marines find themselves confused.

c. Consider the young Marine who was brought up in the inner city. After accession into the Marine Corps, this individual gets caught smoking marijuana and is repeatedly disciplined for fighting. While drugs and violence against peers may have been the norm in the inner city, it was emphasized in training that it is illegal, and has no place in the Marine Corps. In such cases, Marines need to know that common cultural norms of society as a whole and the Marine Corps regulations override any pre-existing sub-cultural norms. This is not to say that all crime in the Marine Corps is attributable to a lack of moral and ethical training, but simply that with specific training, the Marine will know that a particular action is right or wrong.

d. The basic Marine Corps definition of integrity, "Marines do not lie cheat or steal, nor tolerate those who do," must be the foundation of every Marine's professional and personal ethics. When officers and NCO's deviate from the standards of conduct, it makes correcting other Marines nearly impossible. In a letter to Professor Karel Montor, Admiral Arleigh Burke summed up the importance of integrity:

"Integrity"

"First you find yourself overlooking small infractions that you would have corrected on the spot in the past. Soon you are a participant in these infractions. "After all," you say, "Everybody's doing it." All too soon you find yourself trapped: You no longer can stand on a favorite principle because you have strayed from it. Finding no way out, you begin to rationalize, and then you are hooked. The important fact is, the men who travel the path outlined above have misused the very basic quality and characteristic expected of a professional military

man, or any other professional man for that matter: They have compromised their integrity."

e. Every Marine starts out his/her career with unblemished integrity, and it is up to the individual to either maintain or tarnish that integrity. Once one's integrity has been compromised, it is very difficult to regain it in the eyes of your peers. Doing the right thing will not always make you the most popular Marine in the squad bay, but it will give you a clean conscience and demand the respect of others. It is obvious that down the road this is far more important than winning any popularity contest. In short, integrity and "doing the right thing" go hand in hand.

f. Perhaps one of the most difficult tests of integrity is peer pressure. Everyone has been in a situation where "everyone" is doing something wrong, and the pressure to join in is great. One may think, "If I don't join in, then I will lose respect among my peers, not gain it." This is untrue in the professional environment. We as Marines, have the moral obligation to do what is right. This means not surrendering to peer pressure when it may involve illegal or immoral decisions.

g. It is easy to sit back and say that you would do the right thing by keeping a friend from driving drunk, or turning a peer over to the authorities for committing a violent crime. But what about doing the right thing when no one is in immediate or even remote jeopardy of being hurt? Surely doing the wrong thing, and not turning someone in for cheating on a test is better than ostracizing yourself from your group of friends, isn't it? Not in the Corps! Even fulfilling a promise is no justification to moral wrong-doing.

Again, we are Marines and are subject to a stronger set of morals and ethics than most civilian organizations. When a Marine deviates from this moral path it is the responsibility of his/her fellow Marines to help him/her back onto the path, or risk themselves becoming no different from the cheater. Furthermore, whether we realize it or not, most rules have a purpose. "The law is the last result of human wisdom acting upon human experience." (Samuel Johnson, Miscellanies, i, 223).

Cheating or bending the rules may not have immediate ramifications to the individual, but down the road it could create dire consequences. What about the platoon commander who

cheats on a call for fire package, only to find himself in a combat situation in desperate need of supporting arms. How about the young Lance Corporal who lies constantly and gets away with it, and then finds that a lie about a seemingly unimportant situation gets someone killed or injured. The more we do the wrong thing, the harder it becomes to recognize right from wrong. Conversely, once we bill ourselves as moral and ethical, doing the right thing becomes second nature. This is the point where you will have earned your self-respect and the undying respect of your peers.

h. Now let's take a look at some case studies. Read the situations that follow and discuss them with your platoon or peers. Talk about the moral issue involved, the ramifications thereof, and what is being done right. Discuss how you would act in the situation? Do you have what it takes to do the right thing, or would you bow out and do the wrong thing?

6. Practical Exercises

a. Exercise #1

_____ (1) Special situation. You are a young, hard charging PFC just out of boot camp. Upon checking into your first duty station, Camp Pendleton, you immediately make friends among your peers. One of your new friends, PFC Cana, has asked you to join him and several other Marines in a party trip to Tiajuana, Mexico. You eagerly accept. On the way, you hear PFC Cana repeatedly asking those around you if they had the "stuff." Thinking they are talking about booze, you pay no attention. After reaching Tiajuana and partying at the bars for several hours, PFC Cana and his friends demand that you accompany them back to the hotel, so you can be initiated into the group. You follow since you really like to hang out with PFC Cana and his friends, and you would like to be invited back. Upon entering the room, PFC Cana breaks out a bag of marijuana and begins to roll a marijuana cigarette. Your "initiation", explains PFC Cana, is to "party all night and to feel no pain."

You have never touched drugs, and the mere sight of them outrages you. But this is a tricky situation. On the one hand, you want to become part of the group, and it's not like anyone will ever find out about this. Also, you figure that no one is in danger of getting hurt since you are all staying at the hotel. On the other hand, if you decline, chances are that the rest of

the group will call you weak and not have anything to do with you. There could also be threats or violence against yourself, out of their fear about being reported. If you smoke the drugs this time, will it become a weekly occurrence? What if this is just the beginning, and the group is also into hard drugs, or even major crime? Do you think that they will take it personally if you "just say no?" Do you think you have a responsibility as a Marine, to report these individuals?

(2) First Requirement. Discuss what you would do.

(3) Proposed Solution. Refuse the marijuana and inform PFC Cana that while you are not afraid of the marijuana, it is an illegal drug, and that he is currently breaking the law, and disobeying a Marine Corps order. Advise PFC Cana of the risk he is taking with respect to his career. Further advise him that while you enjoy hanging out with him and his friends, you would prefer the company Marines who live by integrity and honesty.

b. Exercise #2.

(1) Special Situation. A new lieutenant was accused of having numerous sexual liaisons with enlisted personnel. These accusations came to light through several anonymous letters to presented to the commanding officer. These complaints came as no surprise, since the lieutenant was seen on several occasions drinking and dancing with many enlisted Marines during the past few months.

You are the investigating officer. A staff sergeant tells you in private of having had sexual relations with the lieutenant, as had many others that were identified in the letters of complaint.

As your investigation ends and your interviews finish, you prepare your draft report. Upon showing the report to your senior, he proceeds to make changes to the report, which essentially water it down. Your senior then informs you to formalize your report and submit it.

As you review the report, you find that some statements have been changed and other statements of a sensitive nature have disappeared altogether. Furthermore, many of the witnesses you spoke with, have since been told to keep quiet on the issue, or face the consequences.

Your senior apparently wants this incident covered up, both to save embarrassment to the unit, and not have the careers of many fine NCOs threatened by the acts of one lieutenant.

As the OIC of the investigation, you feel you can understand the concerns of your CO. Furthermore you know that failure to comply with your CO's wishes could result in a poor FITREP, in effect destroying your career. However, you also know that you are entrusted with special trust and confidence by your commission, and you know what is right.

(2) First Requirement. Discuss what you would do in the situation.

_____ (3) Proposed Solution. Express your concerns to the CO about submitting a false report. Respectfully inform your CO that you have no intention of downplaying this incident, and that threatening witnesses is a direct violation of their rights. Further inform your CO that while the careers of many fine NCOs are in jeopardy, they nevertheless violated a major Marine Corps order prohibiting fraternization, and to let them get away with it would be setting a poor example for others to follow.

c. Exercise #3.

(1) Special Situation. Smith and Jones are good friends, and both are coming up for promotion. In order to increase their cutting scores, and enhance their knowledge, both decide to sign up for the same MCI.

As far as careers go, both are outstanding Marines. While they know that MCI's are meant to be taken individually, they both joke about how good it is that they are both enrolled for the same course, since they can now "check each others answers."

When the MCI's arrive, Jones uses the majority of his free time to quickly finish the MCI, while Smith takes on a "put it off until tomorrow" attitude.

Upon completion of the MCI, Jones comments to Smith that he better get "moving" on the MCI. At this point, Smith confides in Jones that he has no time to finish the course, and has trouble "understanding the material." He asks Jones for help.

Being a good friend, Jones agrees to guide Smith in some broad concepts. However, as the two continue on, Jones realizes that Smith is asking him for specific answers. Jones begins to feel awkward in the situation, not wanting to come across as not supporting his friend.

Jones knows that Smith has crossed the line. Furthermore, since both Marines are equal, Jones doesn't think it's fair that Smith is willing to cheat in order to obtain the same cutting score as himself. What would happen if Jones gave him the answers, only to find out that he did not pick up the promotion, while Smith did? Aside from this, being an outstanding Marine, Jones does not want to jeopardize his integrity. Jones finds himself at an impasse on how to approach the subject with his long-time friend.

(2) Requirement. Discuss what you think Jones should do in this situation.

(3) Proposed Solution. Jones should be honest with his friend by making it clear that he is there to help Smith, not cheat for him. Smith may not be aware of how his actions are being interpreted. In any case, if the two are true friends then Jones should have no problem confronting the problem in a open and honest manner, without jeopardizing the friendship.

d. Exercise #4.

(1) Special Situation. LCpl White is with his platoon on their way back from a CAX. Along the way, the bus stops to get gas and to give the Marines a chance to get some chow and to stretch their legs. Using the free time, LCpl White enters into the mini-mall/food court with a small group of Marines and his squad leader, LCpl David.

After chow the Marines still have fifteen minutes before the bus leaves, so they decide to check out the music store for some CD's. Upon looking through the titles, LCpl David grows excited after finding a CD he thought was no longer on the market. Upon realizing that neither he, nor any of the Marines around him have the money for the CD, LCpl David decides he must have it right then. As the other Marines head back to the bus, LCpl White is on his way out of the store, when he notices LCpl David tearing the magnetic sticker off the CD and making his way to an unoccupied part of the store.

As the bus leaves, LCpl David takes the CD out of his sea bag and puts it into his portable CD player, and begins to listen to it. LCpl White approaches LCpl David and asks him if he stole the CD, and is told to "mind your own business, or life in the squad will become very rough on you."

Knowing that LCpl David stole the CD, LCpl White returns to his seat to consider his options.

(2) Requirement. Discuss what LCpl White should do.

(3) Proposed Solution. LCpl White should inform LCpl David that he is sure he stole the CD, and that he is setting a poor example for his squad. LCpl David should further be informed that using his position of leadership to make threats is in the utmost of unprofessionalism. LCpl White should give LCpl David the opportunity to return the CD and turn himself in. If LCpl David refuses these terms, then LCpl White should report the incident through the chain of command.

e. Exercise #5.

(1) Special Situation. As the XO of a Marine fighter/attack squadron on deployment in the Mediterranean, you have been told by the CO to conduct a readiness inspection and have a report ready within fifteen hours. Shortly after this order, you learn that your squadron is to fly a combat air patrol for a TRAP (Tactical Recovery of Aircraft and Personnel) mission to rescue a downed American Airmen. Upon completing your report, you realize that you are short on spare parts and not capable of flying the mission within set safety parameters.

Almost immediately after you turn in your report, you get a secure call from the CO instructing you to change your report to reflect a combat ready squadron. The CO further instructs you that your squadron has the only acceptable readiness level for the operation and the downed pilot cannot afford to wait for spare parts. Every delay is an additional threat upon his life.

While you realize that the hostile country in which the pilot is located has a small air force at best, and that rescuing a comrade in arms comes in the highest calling, you also realize that should any unexpected enemy air power show up, that this operation has "disaster" written all over it. Furthermore, intelligence has indicated that if the pilot is captured and

somehow allowed to live, finding his location will be next to impossible for months to come.

(2) Requirement. Discuss what you would do, taking into account values, ethics, and right versus wrong.

(3) Proposed Solution. Inform your CO that you will not falsify a report, but rather you will submit the report through the chain of command. Also inform your CO that mission requirements are set for a reason, and disregarding them is not a wise thing to do. The commander of the operation will be in a better position to order the operation if he is in possession of the most accurate reports available. If he feels that the mission is worth the risk he will still give the go-ahead.

To this point we have discussed doing the right thing with regards to our peers and fellow Marines. However, the United States Marine Corps enjoys the greatest reputation of any other organization on earth. This reputation has not come from hollow promises, but from battlefield success. Such reputations are not set in stone and must be constantly maintained if our Corps is to continue to excel in the next century. As Marines, we are not only held to a higher standard by our Corps, but by the American people who support us. When Americans open a newspaper and read about Marines drunk and disorderly, cheating on tests, and committing felonies, America's opinion of the Marine Corps suffers. As for the Marines who commit these crimes, they gravely tarnish a reputation earned by the blood of thousands who have gone before.

7. Summary. It has been said that our country lacks the moral fiber it possessed twenty years ago, and unless we get it back, our country will cease to be great in the future. The same is true of the Marine Corps. The task of retaining, believing in, and applying our core values is as important as ever. The Marine Corps has the opportunity to lead the way into the next century in regaining our traditional American values. This belief refers not only to the law, but to our morals and ethics as well. For most of us doing the right thing has nothing to do with the law; it is just about doing the right thing, even when no one is watching. Walking the lines at "zero dark thirty," when it is below freezing is the right thing to do, just as not taking responsibility for your actions is wrong. Neither of the two may be in any law, but most of us agree with them. This is where the ethics and morality behind doing "right" and doing "wrong" come

into play. When we, as a Corps, can implement these concepts, and you as a individual Marine, can implement them in every situation that arises, then we will truly be leading the way and setting the example for America. It is the right thing to do.

8. Appendices

Appendix A: Definitions

RIGHT -vs- WRONG

APPENDIX A

DEFINITIONS**

Right. An ethical or moral quality that constitutes the ideal of moral propriety and involves various attributes, such as adherence to duty; obedience to lawful authority, whether divine or human; and freedom from guilt.

Wrong. Something that is immoral or unethical such as, Principles, practices, or conduct contrary to justice, goodness, or equity, or to laws accepted as having divine or human sanction.

Culture. The body of customary beliefs, social forms, and material traits constituting a distinct complex tradition of a racial, religious, or social group.

Sub-culture. An ethnic, regional, economic, or social group, exhibiting characteristic patterns of behavior sufficient to distinguish it from others within an embracing culture or society.

Morality. Goodness and uprightness of behavior; conduct conforming to the customs or accepted standards of a particular culture or group.

Morals. Conforming to, or proceeding from a standard of what is good and right.

Ethics. The principles of conduct governing an individual or a profession; the discipline dealing with what is good and bad, or right and wrong, or with moral duty and obligation.

**From Webster's New World Dictionary

UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

MENTORING

1. Introduction. Everybody is a mentor and everybody has mentors. Most of us just don't use the word. Think back to all those who have helped you throughout your life to achieve the successes you have had. Remember that teacher in high school who helped you understand math, or that coach who worked with you to be a better sports team player? Remember the times your parents helped you through tough periods and supported you? They were mentoring you, providing assistance in the form of counsel to help you perform better and to assist you in your personal and professional growth.

2. Overview. The purpose of this period of instruction is to outline and discuss the purposes and goals of a Mentoring Program and provide guidance on how to set up and participate in a Mentoring Program.

3. Reference

Commandant's White Letter No. 10-95 of 3 May 1995
"Another Leadership Tool".

4. Discussion Leader Notes. Not applicable.

5. Discussion. The following definitions will be used throughout this chapter.

a. Mentoring. Mentoring is a formal or informal program that links junior Marines with more experienced Marines for the purposes of career development and professional growth, through sharing knowledge and insights that have been learned through the years.

b. Mentor. A senior Marine who voluntarily undertakes to coach, advise, and guide a younger Marine in order to enhance technical/leadership skills and intellectual/professional development.

c. Mentee. A junior Marine who voluntarily accepts tutelage from a more senior Marine for the purpose of enhancing skills and professional development.

d. Mentoring Connection. A voluntary professional association between a Mentor and Mentee. It may be of long or short duration, be conducted in person or by any form of communication.

6. Philosophy

a. Since its inception, the Marine Corps has emphasized the importance of passing on professional knowledge to those we are privileged to lead. General Lejeune described the imparting of that knowledge "as a teacher does to a scholar." By definition, a mentor is a trusted counselor or guide; although not specifically mentioned in General Lejeune's comments, the concept of mentoring as a leadership tool was surely applicable then and is certainly applicable now.

b. There are no set rules for a mentoring program, but general guidelines apply. The most important thing to remember is that mentoring is a professional association formed to enhance a junior Marine's professional and personal worth to him/herself and to the Corps. The rules and regulations that define the relationships between senior and junior Marines apply in total to mentoring.

c. Mentoring is usually an informal program, but can be command sponsored. The relationship between mentor and mentee is voluntary.

d. When there is no command sponsored program, "natural" mentoring may take place.

e. A mentoring connection is a professional career development association, whose success is solely the responsibility of the mentor and mentee.

f. General Carl E. Mundy, Jr., in his White Letter described mentoring as "another leadership tool that can benefit both the individual Marine and the organization." He stated "Further, the concept of mentoring is consistent with the strategies for achieving one of the goals outlined in our vision of the future--to utilize fully the talents of our people."

7. Marine Corps Policies

a. There is no Marine Corps Order that mandates or describes a Mentoring Program. Thus, the rules that govern a Mentoring Program are informal and established by individual commands within guidelines that describe the proper relationships between juniors and seniors. Where no command-sponsored program exists, mentors and mentees who establish their own "natural" mentoring relationships must adhere to all applicable standards of conduct and regulations for junior/senior professional and personal relationships.

b. A mentoring program does not replace the chain of command nor is mentoring meant to interfere with command relationships, senior/subordinate relationships, or Request Mast. Mentor/mentee relationships are not to be used to influence fitness reports, pro-con marks, non-judicial punishment or other disciplinary actions.

c. The Commandant's White Letter 10-95 of 3 May 1995 requested commanding generals, commanding officers, and officers in charge "to take appropriate steps to develop and implement a voluntary, informal mentoring program that allows the opportunity for each officer to be involved throughout his or her career."

d. Mentoring should be a universal program. Mentoring is useful for all Marines, officer and enlisted, minority or majority, male and female. While it is useful for mentor and mentee to have some things in common, it is not necessary. All that is necessary, is a willingness on the part of both parties to make a genuine effort to improve the performance and professional prospects for success of the mentee and to follow guidelines set forth in Marine Corps rules and regulations that describe the proper relationships between seniors and juniors, officers and enlisted, male and female Marines.

8. Mentor-Mentee Associations. Mentoring shouldn't happen by chance. Both members of the mentoring connection have responsibilities.

a. Mentor Roles. The roles assumed by a mentor depend on the needs of the mentee and on the association established between the two. There are at least ten roles a mentor can assume:

(1) Teacher. As a teacher, the mentor teaches the mentee the skills and knowledge required to perform the job successfully.

(2) Guide. As a guide, the mentor helps the mentee to understand how to "navigate" and understand the inner workings of an organization. Sometimes this includes passing on information about the unwritten "rules" for success.

(3) Counselor. Requires establishment of trust in the mentoring association. A counselor listens to possible ethics situations and provides guidance to help the mentee find his or her own solutions and improve his/her own problem solving skills.

(4) Motivator. A mentor shows support to help a mentee through the tough times, keeping the mentee focused on developing job skills to improve performance, self respect, and a sense of self-worth.

(5) Sponsor. The mentor helps to create possibilities for the mentee that may otherwise not be available. Opportunities should be challenging and instructive, without being overwhelming. Do not set the Mentee up for failure.

(6) Coach. A coach observes performance, assesses capabilities, provides feedback to the mentee, and instructs with a view to improve performance. Then the loop repeats.

(7) Advisor. A mentor helps the mentee develop professional interests and set realistic career goals. Goals should be specific, have a time-frame and set deadlines, be results oriented, relevant, and reachable.

(8) Referral Agent. Once a career plan is developed, the mentor assists the mentee in approaching persons who can provide training, information, and assistance. The mentor also points the mentee to relevant career enhancing schools, correspondence courses, books, reading, professional organizations, and self improvement activities.

(9) Role Model. The mentor is a living example for the mentee to emulate. A mentor must lead and teach by example.

(10) Door Opener. The mentor opens doors of opportunity by helping the mentee establish a network of professional contacts both within and outside the Marine Corps. He/she helps the mentee understand the importance of staying in touch with seniors, peers, and juniors to exchange information, ideas, and concerns.

b. Mentee Roles

(1) Willing. The mentee must want to improve performance, contribute to the organization, and enhance professional prospects and be willing to work to reach his/her goals.

(2) Active. A mentee takes action based on career goals, suggestions of a mentor, job requirements, and educational opportunities.

(3) Accepting. A mentee is willing to accept responsibility for his/her actions, accept meaningful feedback and criticism, and accept guidance and counseling from his/her mentor.

(4) Respectful. The mentee shows consideration and respect for the mentor's willingness to help and seriously considers all advice and suggestions from the mentor. He/she is open-minded; progress takes time and effort.

(5) Professional. The mentor/mentee relationship is professional at all times. Both parties should be respectful of privacy and each others personal lives.

(6) Prepared. The mentee is ready to move beyond the mentoring association, once the association has served its purpose.

c. Establishing a Mentoring Connection. There are six stages to developing, maintaining, and terminating a mentoring connection:

(1) Identification Stage. Most mentoring associations are formed haphazardly, except where a command-sponsored program is in place. Where no program exists, either a senior or junior may initiate the mentoring connection. Seniors look for Marines with potential for improvement who need guidance. Juniors

recognize that they need assistance with some facet of their professional development and seek help to improve. There may be some common bond between mentor and mentee such as MOS, gender, race, hometown, hobbies, unit, etc.

(2) Preparation stage. Both Mentor and Mentee must want to establish the mentoring association. They should understand the purpose of the relationship, expectations, goals, risks, and rewards.

(3) Initiation stage. The mentor and mentee set the parameters, discuss and set goals, decide on time-frames, and write a plan with a time-frame.

(4) Cultivation stage. This is the stage where the mentor teaches job skills, provides guidance, lends psychological support, opens doors, and provides counsel. The mentee works to improve performance, learn new skills, follow guidance, and actively learn the organization, its goals and "ethos."

(5) Redefinition stage. A review and action phase where the mentor and mentee assess accomplishments, reorient the action plan, and redefine goals. During this stage one or both parties may decide to end the association.

(6) Termination stage. Parties may decide during the redefinition stage to terminate the association due to positive or negative factors. Mentor and mentee should discuss which goals were achieved and which were not. Both should endeavor to make a realistic assessment of strengths and weaknesses of the association. Sometimes mentoring associations continue indefinitely.

d. Tools for a Successful Mentoring Connection

(1) Effective Interpersonal Communication Skills. Both mentor and mentee must be able to adequately express to each other the messages they want to get across. Interpersonal communication is a dynamic, never-ending, two-way process that is oriented towards the receiver. Messages are written, spoken, verbal, and non-verbal. The receiver must listen, read, reflect, and respond. There are barriers to effective communication. In a mentoring connection, it is better for the mentor to avoid being authoritarian, admonishing, threatening, or too critical and negative. The mentor must strike the right balance between being

overly harsh or coddling the mentee. Feedback is necessary for any communication loop to develop and operate properly. Encourage the mentee to discuss what is and isn't working for him or her. Mentor, ensure you understand and observe the mentee and his/her work so you can provide meaningful help and guidance.

(2) Personal Assessment. Each mentee with his/her mentor's assistance, must truthfully perform a self-assessment to identify both strengths and weaknesses. Look at past performance, performance reports, MOS school grades and other performance indicators. Examine the criteria for advancement. What schools, outside educational courses, Marine Corps Institute courses, and other improvement opportunities are important to the mentee's career advancement? Once strengths and weaknesses are examined, a listing is made of areas for improvement or enhancement.

(3) Make a Career Development Plan. The mentor and mentee look at the mentee's strengths and weaknesses and develop a plan to use educational and professional opportunities to develop necessary skills and professional attributes in the mentee. The plan can be based on both short and long term improvements. The mentee's first goal may be to attain the necessary cutting score for promotion. Maybe an improvement in the Physical Fitness Test Score, or another MCI course is all that is needed. Look at the long term. What professional schools should the mentee seek to attend to prepare for increased responsibility? Does the mentee need further formal education, or even a college degree to fully meet his/her goals? Of what professional organizations should the mentee be a member of? Follow the plan. The mentor can help attain goals by utilizing formal and informal contacts, writing letters of introduction, helping prepare the mentee for formal schooling, etc.

Re-evaluate the plan. When a major goal is achieved, expectations may rise. Don't be afraid to set the "bar" a little higher. Conversely, some goals may not be achievable, therefore a reassessment of what is and isn't practical may be necessary.

e. The successful mentoring connection. How are mentoring connections formed?

(1) Command sponsorship. Some commands have established programs for mentoring. They keep a list of volunteers from among the more senior members and from among the interested juniors. Matches are made based on a number of elements like

working relationships, shared interests such as MOS or background, and other natural factors. A command may establish mentoring relationships for all personnel. Some will work out; some will not. The Commanding Officer will set the parameters for the program, but should give considerable leeway to allow mentors and mentees the ability to design their programs based on individual preferences and goals.

(2) Natural mentoring associations. Most mentoring occurs "naturally." In other words, some shared experience, background, or other factor causes the connection to occur almost by itself. A mentee looking for help may want to emulate the success and style of a senior and asks for assistance. A senior may see the spark of potential in a junior and take responsibility to encourage and assist. Naturally formed mentoring connections should be encouraged. Both members of the connection should utilize the steps and stages to enhance the chances of success. Assess, make a plan, execute the plan, re-assess, adjust, and recognize the responsibility of each member of the mentoring connection.

f. Improper mentoring relationships

(1) The Marine Corps Manual (MCM) paragraph 1100.4 defines an "improper relationship as: "situations that invite or give the appearance of familiarity or undue informality among Marines of different grades."

(2) The sentence states that **familiarity** and **undue informality** between Marines of different grades is improper. Further, it states that **perception** is important because the relationship or situation **must not invite or give the appearance** of familiarity or undue informality.

(3) It is primarily the mentor's responsibility to ensure that the mentoring connection is kept on the proper professional level. The command should know that the mentor and mentee, if in the same unit, are working together to improve the mentee's performance. Don't hide the connection. Be open and above board in all actions. Strictly adhere to the guidelines contained in the MCM.

Transition. We have briefly discussed Mentoring and its effects on individuals and the Marine Corps. Mentoring can be a powerful tool to ensure that all Marines perform to the best of their

abilities, have opportunities for advancement and self-improvement, and can contribute to the success of the Corps. "Another leadership tool" is how General Mundy put it. Mentoring is another arrow in the quiver of successful, concerned leaders to encourage and help their Marines.

UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

SUBSTANCE ABUSE

1. Introduction. The United States Marine Corps will not tolerate the distribution, possession or use of illegal substances.
2. Overview. The purpose of this period of instruction is to introduce the established policies, programs, and punishments involving the use and abuse of alcohol and drugs in the Marine Corps.
3. References. The following provides additional information on Substance Abuse:

MCO P5300.12, The Marine Corps Substance Abuse Program
NAVMC 2750
4. Discussion Leader Notes. Not applicable.
5. Discussion
 - a. Purpose of Preventive Education.

(1) In order to make responsible decisions, leaders must possess knowledge and be thoroughly familiar with the Marine Corps policies concerning drug abuse. MCO P5300.12, Chapter 4, The Marine Corps Substance Abuse Program, and NAVMC 2750 are the basic references that provide information and guidance to commanders. To ensure an effective drug abuse program, leaders must be familiar with these documents, and also must be aware of local commanders' policies on this issue.

(2) Additionally, leaders must be aware of their role in ensuring that all Marines and Sailors in their command are properly educated. An aggressive education program must be pursued at the lowest level to ensure that all Marines and Sailors are kept informed of the physical dangers and serious consequences they will face due to illegal drug use in the Marine Corps.

(3) It is only through a concerned and total leadership effort that we as leaders can help Marines avoid the ramifications of illegal drug use. This effort must encompass all leadership ranks from NCO up.

b. Leadership Responsibilities.

(1) In light of the current influence that drug use has on society, there is an overwhelming responsibility for leaders to set and instill standards that promote a drug-free environment. Some of the ways that we can encourage this are:

(a) Change existing attitudes about drugs and their use. Your Marines have come from a wide variety of backgrounds. Many of them have lived in environments where drug trafficking and use were a part of everyday life. We must instill in them the belief that the use of drugs is harmful not only to them, but also to the team effort that we as Marines enjoy.

(b) Developing peer pressure amongst your Marines through building a "tight unit" will encourage Marines to avoid drugs -- looking out for one another. This will also prevent outsiders, or newly joined Marines, with drug habits from introducing drugs into your unit.

(c) As leaders, we must also be concerned about the quality of life that is available to Marines. This is particularly true during overseas deployments where Marines are without transportation, family, or the opportunity to pursue their normal interests. Leaders should encourage unit camaraderie by scheduling activities after normal working hours and on weekends to break up the monotony of deployment life and offer an alternative to the temptations of drugs as an escape.

(2) By educating Marines and Sailors about the inherent health risks, as well as the serious consequences that can result if they are caught, we can help them make more informed decisions concerning the use of illegal drugs.

(3) The education process is and must be continuous, both to ensure that new members are fully educated, and to reemphasize to present members the importance of not allowing drugs to affect unit performance and overall safety.

(4) The consequences for use of illegal drugs vary from state to state. Possession amounts in one state may equal distribution amounts in another. The same holds true for foreign countries. Since we can expect to deploy as Marines, we must inform our subordinates of each country's law regarding possession and use of illegal drugs. Laws in Okinawa, for example, are extremely severe, and Marines caught using or distributing drugs are subject to imprisonment in Japanese prisons. This can result in a lengthy trial process and relatively long sentence where the Marine is forced to live without benefit of usual American democratic rights or English speaking prison-mates. It is in the best interest of the Marine that he is briefed before, and upon arrival in Okinawa, about the harsh punishments above and beyond those that the Marine Corps can impose.

Transition. Now that you have an understanding of prevention through education, let's take a look at the deterrent measures taken by the Marine Corps. The most effective deterrent for those who violate drug policy are the means by which we identify the user or trafficker.

c. Deterrent Measures

(1) Identification Means. Aggressive identification measures offer the single best method of reducing drug abuse in the Marine Corps. Speedy detection prevents escalation of drug use to a point where treatment/rehabilitation is necessary and the Marine becomes a liability to the unit and fellow Marines. There are many methods available to a commander to identify drug users, both within the unit and from external agencies.

(2) Organizations such as the Naval Criminal Investigative Service and local law enforcement agencies work through under-cover operations and investigations to identify distributors and users for arrest and prosecution.

(3) Random inspections of unit areas combined with the use of dogs can deter Marines from retaining drugs in their vehicles or in the barracks.

(4) Perhaps the most effective method is to know your Marines. Generally one can recognize changes in behavior and personality that signal either a personal problem or worse yet, a drug problem. An active and interested leader can do a great

deal to prevent young Marines from falling to the temptations that are often present around military bases.

d. Urinalysis Program

(1) Each unit will have a urinalysis program which will be run by the unit's Substance Abuse Control Officer (SACO). This position is normally held by a SNCO or NCO. They monitor and schedule urinalysis screenings when requested by the commanding officer and provide counseling and education to unit members.

(2) The purpose of the urinalysis is to deter, identify, and confirm illegal drug use as early as possible. Testing begins at the earliest available time following accession into the Marine Corps. By identifying drug users early, the Marine Corps can remove them from the Marine Corps before they can influence others.

(3) No person who indicates dependency on drugs will be accessed into the Marine Corps. The following testing enforcement standards have been established to further reduce the possibility of illegal drug users from entering the Corps:

Officer Candidates	30th day
TBS Students	30th day
Recruit	96 Hours

(4) Notice that recruits are tested within the first 96 hours. The rationale is to detect use of such body soluble drugs as cocaine which may be undetectable after 72 hours or less. Samples may be initially tested using a portable test kit.

(5) History. Less than two years ago a second lieutenant tested positive on his screening urinalysis at TBS and was summarily discharged from the Marine Corps. At Second Marines, in Camp Lejeune, two gunnery sergeants who also turned up positive for cocaine suffered the same fate-- this after nearly 18 years of service in the Marine Corps. The urinalysis screening is strictly black and white; you either did or you didn't use drugs. It does not differentiate between rank or experience.

(6) Urinalysis Test Kits can screen for the following illegal substances:-

THC (Cannabis, Marijuana)
Cocaine
Amphetamines (Uppers)
Barbiturates (Downers)
PCP
Steroids

(7) The most commonly used drugs are marijuana, cocaine, and steroids. Recently in Camp Lejeune, the drug LSD, or acid, has apparently become popular due to its low cost and the difficulty in detecting it on a urinalysis. Samples must be taken soon after its use, and they must be specifically tested for LSD. Confirmation for legal action, in any case, must be accomplished at a DoD-certified Navy Drug Screening Lab.

Transition. Now that we have seen what the urinalysis program can do, let's move on to the premises of testing our Marines.

e. Testing premises.

(1) Inspections, random screenings, unit sweeps, accession testing, rehabilitation, and facility testing.

(2) Searches and Seizures, command testing, personal consent.

(3) Fitness for Duty, command directed, physician directed, safety, rehabilitation.

(4) Additional reasons, courts martial, personal reliability.

(5) There must be strict compliance with MCO P5300.12, regarding "Chain of Custody." There are two reasons for such strict compliance with this order and the legality of testing premises. They are:

(a) Protection of individual rights (which must be adhered to at all times).

(b) Continued program reliability.

(7) In order to successfully prosecute an individual based upon a urinalysis result, a solid record of the chain of custody must be established without question from the unit SACO to the DoD screening facility. Any questionable violation of procedure can be grounds for acquittal and dismissal of all charges. Defense counsels in all cases of drug abuse will regularly pursue this venue to attempt to discredit urinalysis results.

Transition. Now that the drug violator has been identified, we will punish and separate the individual.

f. Identification, punishment, and separation.

(1) The Marine Corps policy concerning drugs states that, "Distribution, possession, or use of illegal substances is not tolerated." This policy is crystal clear in its meaning and intent, and all commanders should do their utmost to see it enforced.

(2) A Marine identified as a trafficker will be disciplined to the fullest extent possible (remember, however, that what constitutes trafficking varies from state to state). If for some reason punitive discharge is not awarded, the command should administratively separate the offender.

(3) Disciplinary action and processing for separation are appropriate, regardless of rank.

(4) Following separation, all Marines must be provided the address of a local VA Hospital where they will be afforded Level III equivalent rehabilitation treatment.

Transition. Once a drug user has been identified, the following administrative action may be taken, in addition to punitive actions, to discourage drug policy violators.

g. Administrative action.

(1) Denial of base driving privileges.

(2) Eviction from government quarters for married personnel, to include their families.

(3) Unmarried Marines may be forced to move on base into a BEQ.

(4) Page 11, 12 13 entry into SRB as required.

(5) CMC directed/special fitness report (Sergeant and above).

(6) Expeditious discharge.

(7) When preventive education and identification measures fail, the only recourse is to pursue legal action to the fullest extent possible. Any leniency in dealing with drug users sends an improper message to Marines and Sailors in the unit.

Transition. Now that you have a better understanding of the policies, punishments, and programs related to the use of illegal drugs, let's take a look at an equally disturbing trend in the services: alcohol abuse.

h. Alcohol abuse.

(1) Alcohol abuse is any irresponsible use of alcohol that adversely affects individual or unit performance. Consumption alone does not constitute abuse. Alcohol abuse is generally characterized by:

(a) Violent crime.

(b) Auto accidents.

(c) Spouse/child abuse.

(d) Absenteeism.

(e) Aggressive behavior.

(f) Irresponsible acts.

(2) Marine Corps policy on alcohol abuse, as in the case of drug abuse, is one of zero tolerance.

(3) Prevention of alcohol abuse in the Marine Corps is the joint responsibility of both the individual and the supervisor. All officers, SNCOs, and NCOs must become involved.

Once identified, the irresponsible drinker must be confronted and appropriate action taken.

(4) Key elements of the leadership effort to eliminate alcohol abuse are:

- (a) Prevention.
- (b) Timely identification.
- (c) Precise documentation.
- (d) Effective treatment.
- (e) Appropriate discipline.
- (f) Restoration to full duty.
- (g) Separation as appropriate.

(5) Enforcement standards are as follows:

- (a) No one accessed with an alcohol need.
- (b) Sub-standard performance, misconduct, and incapacity to perform are not condoned.
- (c) Prompt, appropriate disciplinary action or administrative action will result from alcohol-related acts or misconduct.
- (d) One year revocation of base driving privileges for DWI/DUI.
- (e) Required participation in organized education treatment program.
- (f) Refusal to cooperate with treatment is grounds for separation.

(6) The goals of the Marine Corps Alcohol Abuse Program are:

- (a) Identification.

(b) Appropriate treatment.

(c) Restoration to full duty.

(7) Prevention and detection measures used are:

(a) Identify abusers.

(b) Health and welfare inspections.

(c) Random vehicle check points.

(d) Unit commanders formally counsel alcohol abusers.

(e) De-glamorize alcohol.

(8) As leaders, the best place to start is by deglamorizing alcohol and minimizing the importance it holds among Marines. Practices which tend to encourage or glamorize the use of alcohol must be avoided.

(9) When throwing parties within your command, provide sodas and other non-alcoholic beverages, as well as beer. Teach and encourage Marines to realize that it is all right not to be heavy drinkers or even to drink at all. Discourage beer chugging contests or slamming down shots of alcohol. Officers and SNCOs should set a good example at these functions by demonstrating responsible consumption of alcohol. Show Marines that they can have a good time without becoming grossly intoxicated. Dispel notions that "hard-drinking" means "hard-charging."

(10) Commanders should also institute policies which support the responsible consumption of alcohol. Such policies may include designated drivers, buddy system on liberty, a responsible limit for officers and SNCOs at command sponsored functions. While on ship's liberty, officers and SNCOs should send Marines and Sailors back to the ship when they are found drinking irresponsibly. Units in Camp Lejeune recently instituted a Cab Chit where drunk Marines and Sailors could produce a laminated chit that would direct a cab to deliver the member to the unit's OOD. The OOD pays the cab out of a unit fund and the Marine must pay the money back on the following workday.

(11) Alcohol abusers will be held accountable for their actions. Alcohol is never a rationale for inappropriate conduct. Your Marines must understand that once they have consumed a single beer, all of their decisions and actions are alcohol-related. Educate them to choose their drinking environment carefully. Almost all Marine Corps bases regularly screen all drivers coming through gates after a certain hour on weekends. Any slight smell of alcohol on a driver's breath usually results in a trip to the military police station and a ticket for DUI.

Transition. The Corps wants to help Marines with substance abuse problems and aggressively promotes several programs that are effective in rehabilitating alcohol abusers and returning them to their units as productive members.

i. Rehabilitation Programs.

(1) Level I: Unit programs conducted at regiment, group, squadron, separate battalion level, and at barracks.

(a) Unit commanders are responsible for running the program at this level, assisted by the unit SACO. The program provides command counseling, basic alcohol/alcoholism preventive education, discipline, and rudimentary screening for the first-time non-dependent abuser.

(b) Leaders must supervise their Marines' attendance and ask Marines who attend about the caliber of instruction to ensure its effectiveness.

(c) After Level I rudimentary screening, a decision is made as to whether or not the Marine needs additional help. Suspected substance dependent Marines should be sent to Level II for evaluation and follow-on medical diagnosis.

(2) Level II treatment is conducted at division, wing, FSSG, base, station, and depot level. It provides in-depth screening and evaluation for possible alcohol dependency and out-patient, or short term treatment for non-dependent abusers who fail to benefit from Level I or who exceed the capabilities of the Level I program.

(a) Level II. The Marine's treatment is now the responsibility of the commanding general and commanding officers of the command. Once again, attendance must be supervised.

Failure to attend will result in a phone call from the CG's staff to your battalion commander, which will almost certainly trickle downhill to your level. "Training in the field" does not justify non-attendance.

(b) Level II is ordinarily out-patient care not to exceed 14 days or in-patient not to exceed 30 days. Results of the medical evaluation prior to admission may determine a patient's requirement for either in-patient or out-patient care.

(c) Level II treatment consists of an in-depth screening and evaluation for possible substance dependency. If it is determined during the course of treatment at Level II that a dependency exists, the patient will be entered into the Level III program as soon as a bed space becomes available. As openings are limited, it can sometimes be several weeks before a Marine begins treatment.

(3) Level III Navy Residential Treatment Programs are:

(a) Navy Alcohol Rehabilitation Services (ARS).

(b) Navy Rehabilitation Centers (NRC).

(c) Navy Drug Rehabilitation Centers (NDRC).

(4) Upon completion of Level II or Level III, Marines will be entered into a 180 day follow-up program. These follow-up programs consist of:

(a) Commanding officer interview within one week of completion of treatment where the commander will:

[1] Discuss recommendations of treatment facility.

[2] Discuss follow up programs.

[3] Advise Marine of performance and conduct (both expected and at intervals during follow-up program).

(b) Counseling and participation in a follow-up program that will help encourage Marines to avoid alcohol.

(5) Relapse. Relapse is expected, but if during the relapse the Marine violates the UCMJ, he/she will be held accountable for his or her actions. If the Marine makes little attempt to remain alcohol free following treatment, then administrative separation will occur. Leaders should recognize the danger of relapse and show an active interest in the progress of Marines attempting to kick an alcohol habit. This can be especially difficult considering the prevalence of alcohol around military crowds.

Transition. During this portion of the class, introduce a progressive scenario which allows decisions at various stages of the scenario.

j. You have a Marine by the name of Corporal Hansen. His last proficiency/conduct marks were the highest you recommended in the platoon - 4.9/ 5.0. He is presently serving in a sergeant's billet and seems to possess the knowledge and maturity required for that billet.

(1) You notice in the battalion OOD logbook that he was logged in for arguing with another corporal at the NCO club that resulted in a shoving match. The incident was eventually broken up by the NCO club manager. Corporal Hansen had three beers prior to the incident. Choose one of the following courses of action:

(a) Do nothing. Ignore the situation.

(b) Call in Corporal Hansen and give a verbal counseling.

(c) Call in Corporal Hansen and log in your verbal counseling guidance in your platoon commander notebook.

(d) Produce a written counseling sheet which includes specifics of the incident, consequences of further incidents, and guidance for the future.

(e) Make an administrative entry on page 11 of the Marines' SRB.

(f) Send Corporal Hansen to Level I for evaluation after written counseling.

(2) Two months pass and Corporal Hansen applies for the Marine Security Guard Program, a highly competitive program for Marines to serve in American Embassies and Consulates worldwide.

(a) If you chose A, B, C, or D above, Corporal Hansen will be accepted into the program.

(b) Option E requires a waiver from the Battalion Commander stating that the Marine is highly qualified. You vouch for the Marine's character and explain the page 11 entry.

(c) If you chose option F, Corporal Hansen will be found not eligible for the MSG program based upon Level I treatment.

(3) Three months pass and you have deployed to Okinawa, Japan. After a month on the island, Corporal Hansen gets into a fight with a corporal assigned to the "ville" patrol. Corporal Hansen had eight beers prior to the fight. Make the same choices (A - F) available. Once choice is made, read the following:

(4) Your company commander has referred Corporal Hansen to battalion commander's NJP for fighting. If you chose after the first incident:

(a) A or B, the battalion CO brings you into NJP to ask you about Corporal Hansen's past performance. You bring up the prior incident, however, you are unprepared to provide details.

(b) C, you can provide some detail to the battalion commander.

(c) D or E, you provide exactly the information that the battalion CO needs to determine punishment, but the battalion CO asks why Corporal Hansen wasn't sent to Level I upon the first incident.

(d) F, battalion commander compliments you on sending him to Level I treatment upon the first incident - OR - asks you why you didn't send him upon first incident which was alcohol related.

(5) For those who chose not to send Corporal Hansen to Level I upon first alcohol related incident, the scenario continues. Corporal Hansen was sent to Level II and subsequently

to Level III. He was treated for his alcoholism which did not relapse. Corporal Hansen was discharged at the end of his 5 year service contract because he was no longer competitive with the Battalion Commander's NJP on his record.

(6) For those sending Corporal Hansen to Level I immediately: Corporal Hansen was not accepted into the MSG program, but reenlisted after a complete recovery at Level III and continues his stellar performance.

6. Appendices. Not applicable.

UNITED STATES MARINE CORPS
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User's Guide to Marine Corps Values

SEXUAL HARASSMENT

1. Introduction. All Marines share responsibility for maintaining the proper environment of mutual respect and confidence within their units. Teamwork, *esprit de corps*, and identity with a common purpose are the key aspects which make our Marine Corps what it is today; a proud, effective military force. Sexual harassment is one type of discriminatory behavior that erodes morale and discipline and is capable of destroying unit readiness.

2. Overview. The purpose of this discussion is to understand the problems of sexual harassment to include:

- a. The nature of sexual harassment.
- b. Marine Corps policy concerning sexual harassment.
- c. How to deal with sexual harassment.

3. References

DoD Directive 1350.2
SECNAVINST 5300.26
MCO 5300.10A
MCO P5354.1(C)
Manual for Courts Martial

4. Discussion Leader Notes. Not applicable.

5. Discussion

a. Sexual harassment is a form of discriminatory behavior that erodes morale and discipline and, if not eliminated, can have an adverse effect on mission readiness. The Secretary of Defense has issued policy guidance which defines sexual harassment and emphasizes the Department's policy that sexual harassment will not be condoned or tolerated.

b. The Marine Corps policy on sexual harassment is based upon the references. Sexual harassment is unacceptable behavior for military or civilian personnel. Such behavior will be dealt

with immediately through the leadership/supervisory structures of the Marine Corps, to include the Uniform Code of Military Justice.

(1) Before we begin our discussion, let's define sexual harassment.

(a) Sexual harassment is a form of sex discrimination that involves unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

[1] submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, career, or

[2] submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person, or

[3] such conduct interferes with an individual's performance or creates an intimidating, hostile, or offensive environment.

(b) This definition emphasizes that workplace conduct, to be actionable as "abusive work environment" harassment, need not result in concrete psychological harm to the victim, but rather need only be so severe or pervasive that a reasonable person would perceive, and the victim does perceive, the work environment as hostile or abusive. {Note: "workplace" is an expansive term for military members and may include conduct on or off duty, 24 hours a day}.

(c) Any person in a supervisory or command position who uses or condones any form of sexual behavior to control, influence, or affect the career, pay, or job of a military member or civilian employee is engaging in sexual harassment. Similarly, any military member or civilian employee who makes deliberate or repeated unwelcomed verbal comments, gestures, or physical contact of a sexual nature in the workplace is also engaging in sexual harassment.

(2) To ensure an understanding of the definition, let's discuss the key terms. Have the group discuss each key term individually.

(a) Career or employment decisions. The decision must concern some aspect of the employment, career, pay, duty assignment, benefits, or privileges of another.

(b) Condition. To make some aspect of another's employment, career, pay, duty assignment, benefits, or privileges contingent upon fulfillment of some requirement the maker thereof has no right to impose.

(c) Discrimination. For purposes of this instruction, discrimination means the illegal treatment of a person or group based on handicap, race, color, national origin, age, religion, or sex. Sex discrimination refers to the practice of wrongfully treating men and women differently in the workplace, solely because of their sex. The Supreme Court has held that sexual harassment of both men and women is a form of sex discrimination.

(d) Hostile environment. A type of sexual harassment that occurs when the unwelcome sexual behavior of one or more persons in a workplace produces a work atmosphere which is offensive, intimidating, or abusive to another person using the reasonable standard.

(e) "Quid Pro Quo" or "this for that." A type of sexual harassment that occurs when submitting to or rejecting such behavior is used as a basis for decisions affecting any person's employment, job, pay, or career. This could be a promise of employment, a promotion, a threat of or an actual demotion, a duty assignment, or a positive or negative performance evaluation.

(f) Reasonable person standard. An objective test used to determine if behavior constitutes sexual harassment. This standard considers what a reasonable person's reaction would have been under similar circumstances and in a similar environment. The reasonable person standard considers the recipient's perspective and not stereotyped notions of acceptable behavior. For example, a work environment in which sexual slurs, the display of sexually suggestive calendars, or other offensive sexual behavior abound can constitute sexual harassment even if other people might deem it to be harmless or insignificant.

(g) Recipient. Anyone subjected to sexual harassment as defined in this instruction.

(h) Reprisal. The wrongful threatening or taking of either unfavorable action against another or withholding favorable action from another solely in response to a report of sexual harassment or violations of this instruction.

(i) Severe or pervasive. These terms derive their meaning in the context of the conduct engaged in and the surrounding facts and circumstances. Obvious examples of severe conduct include indecent assaults or offensive requests for sexual favors. Pervasive conduct is that which is repeated or widespread, or evidences a pattern.

(j) Sexual favors. Sexual privileges that are granted or conceded in the work environment.

(k) Sexual nature. Conduct that a reasonable person would find sexual in nature in light of the relevant facts and circumstances. Behavior does not need to be overtly sexual if it creates an offensive work environment. Examples include but are not limited to sexist remarks or slurs, sexual advances, displays of pornographic material, touching, language, gestures, mannerisms, and similar behavior.

(l) Unwelcome advances. Conduct that is not solicited and which is considered objectionable by the person to whom it is directed and which is found to be undesirable or offensive using a reasonable person standard.

(m) Work environment. The workplace or any other place that is work-connected, as well as the conditions or atmosphere under which people are required to work. (An expansive term for military members and may include conduct on or off duty, 24 hours a day.)

(3) Refer back to the definition and have the group discuss the two types of sexual harassment.

(a) Subparagraphs 1 and 2 of the definition are "quid pro quo" sexual harassment. A violation of these paragraphs means a person had made an employment decision based on whether a person submitted or refused to submit to sexual advances, requests for sexual favors, or other conduct of a sexual nature.

(b) Subparagraph 3 is referring to creating an intimidating, hostile, or offensive work environment. This type of harassment interferes with the individual's work performance.

(4) Discuss the three types of sexual harassment and have the group give examples.

(a) Verbal Sexual Harassment. Requires conscious effort, such as:

[1] Whistling or making cat calls at someone.

[2] Sexual comments about clothing or body.

[3] Personal sexual questions.

[4] Telling jokes or stories.

[5] Turning discussions into sexual topics.

[6] Using sexual connotations or innuendoes.

[7] Telling lies or spreading rumors about a person's personal sex life.

(b) Nonverbal sexual harassment. Like verbal behaviors, nonverbal behaviors that constitute sexual harassment take on many forms. Some examples are:

[1] Paying unwanted attention to someone by staring at their body.

[2] Displaying sexually suggestive visuals (centerfolds, calendars, cartoons, etc.).

[3] Ashtrays, coffee cups, figurines, and other items depicting sexual parts of the anatomy through actuality or innuendo.

[4] Sexually oriented entertainment in organizations, base facilities, or officially sanctioned functions.

[5] Making sexually suggestive gestures with hands or through body movement (blowing kisses, licking lips, winking, lowering pants, raising skirt, etc.).

(c) Physical Sexual Harassment. Must be unwelcome and of a sexual nature to constitute a violation or policy.

[1] Hanging around, standing close to or brushing against a person.

[2] Touching a person's clothing, hair, or body.

[3] Hugging, kissing, patting, or stroking.

[4] Touching, pinching, bumping, or cornering.

[5] Blocking a passageway.

(5) Sexual remarks from subtle hints to direct propositions for sexual favors constitute sexual harassment and include, but are not limited to:

(a) Invitations by a senior to a subordinate to lunch, drinks, dinner, having an implied (perceived) purpose of leading to sexual favors.

(b) Threats from hints such as: "Your life would be easier here if you were friendlier," to blunt statements: "If you want that training or assignment, maybe we'd better get to know each other better this evening."

(6) What is the Marine Corps policy on sexual harassment?

Sexual harassment, as defined above, is unacceptable behavior for military or civilian personnel. Such behavior will be dealt with immediately through the leadership/supervisory structures of the Marine Corps, to include the Uniform Code of Military Justice. Leaders and supervisors have a responsibility to create an environment of mutual respect in which all personnel can work toward mission accomplishment.

(7) What is the responsibility of the commander? (Have the group discuss the commander's responsibility and the type of sexual harassment training received in their unit.)

(a) One of the responsibilities of all commanders is to ensure the contents of MCO 5300.10A are brought to the attention of all military members and civilian employees.

(b) Another responsibility of the commander is to conduct training to promote an understanding of sexual harassment and its potential adverse impact on mission readiness.

(8) Have the group discuss the responsibility of the individual Marine.

Every Marine shares responsibility for maintaining proper behavior with one another so that everyone can contribute their best efforts to the accomplishment of the unit mission.

(9) Discuss the responsibilities of the leader in the event of a sexual harassment situation.

(a) The leader must take some form of action. The action taken will be appropriate for the individual situation.

(b) Inform the chain of command, if appropriate.

(c) It may be possible to refer parties involved to support services, such as:

[1] Legal Office

(civilians) [2] Employee Employment Opportunity Counselor

[3] Family Service Center

[4] Medical Treatment Facility

[5] Chaplains

[6] Equal Opportunity Advisors

(d) Complaints of sexual harassment will be dealt with by the leader in the same manner as any complaint of violation of the UCMJ. It is the responsibility of the leader to maintain proper standards of behavior by all Marines in accordance with the Marine Corps' traditional requirement for good order and discipline.

(e) Most importantly, the leader is responsible for ensuring that subordinates do not suffer any repercussions for reporting sexual harassment.

(f) Overall, "PREVENTION" of sexual harassment is a leadership responsibility. Such behavior is degrading to the individual, destructive of morale, and is punishable under the Uniform Code of Military Justice.

(10) Discuss with the group, the Informal Resolution System, (IRS). Each student should have a copy of the Resolving Conflict pamphlet (original copy or reproduced) for this portion of the discussion. (Resolving Conflict pamphlets can be obtained for the unit Equal Opportunity Advisor's Training Information Resources Library, (TIR).

(a) Discuss the "behavior zones" of sexual harassment.

(b) Also, have the group discuss the responsibilities of the:

[1] Recipient

[2] Offending Person

[3] Other Person

[4] Supervisor

(11) What is the impact of sexual harassment on the individual?

(a) Detachment

(b) Denial

(c) Relabeling

(d) Avoidance

(e) Affects their work performance

(f) General psychological well being

(g) Physical health

(12) "The only reason the United States of America needs a Marine Corps is to fight and win wars. Everything else is secondary." Keep this quote in mind from Leading Marines (FMFM1-0) when discussing the impact that sexual harassment has on the mission.

(a) Low morale.

(b) Loss of cohesion.

(c) Undermines readiness and interpersonal work relationship's.

(d) Detracts from the mission.

(13) The best way to prevent sexual harassment is to stop it before it occurs. Have the group discuss "proactive" ways to prevent sexual harassment.

(a) Conduct training.

(b) Talk about situations.

(c) Outline policies.

(d) Use the Training Information Resource Library (TIR).

(e) Use bulletin boards to post regulations and policies.

6. Appendices.

Appendix A: Extracts from The Uniform Code of Military Justice

APPENDIX A

THE UNIFORM CODE OF MILITARY JUSTICE (UCMJ)

SEXUAL HARASSMENT

The discussion leader may find it useful at this point to utilize the following chart showing types of sexual harassment and the appropriate violation of the UCMJ which relates to the conduct. Select a few sample behaviors previously mentioned and ask the members if they can identify whether the behavior is an offense punishable under the UCMJ; if so, can they identify the article. The impact of this exercise should be immediately apparent as the discussion members begin to realize the seriousness of this type of conduct.

UNIFORM CODE OF MILITARY JUSTICE ARTICLES RELATING TO SEXUAL HARASSMENT

<u>If The Sexual Harasser:</u>	<u>He/She May Be found Guilty Of:</u>	<u>In Violation of UCMJ Article:</u>
Influences or offers to influence the career, salary or job of another in exchange for sexual favors	Extortion	Article 127
Makes threats to elicit sexual favors	Communicating a threat	Article 134
Offers rewards for or demands for sexual favors	Bribery and graft	Article 134
Makes sexual comments	Indecent, insulting or obscene language or conduct prejudicial to good order and discipline	Article 134

Makes sexual comments	Provoking speech or gestures or disrespect	Articles 89 91, and 117
Makes sexual contact	Assault	Article 128
	Assault & Battery	Article 128
	Indecent liberties with a female	Article 134
	Rape	Article 120
Engages in sexual harassment to the detriment of job performance	Dereliction of duty	Article 92
Is an officer	Conducting unbecoming an officer	Article 133
Is Commanding Officer	Wrong committed by the Commanding Officer	Article 138

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EQUAL OPPORTUNITY

1. Introduction. You will discuss and review the Marine Corps' Equal Opportunity Program to gain insight into ways of enhancing Marine Corps unity, efficiency, and mission readiness.

2. Overview. The purpose of this instruction is to understand the Marine Corps Equal Opportunity Program to include:

a. Marine Corps' equal opportunity policy.

b. The scope and objectives of the Marine Corps Equal Opportunity Program.

c. The role of the Equal Opportunity Advisor

3. References. The following provide additional information on the Marine Corps' equal opportunity program.

DoD Directive 1350.2

DoD Human Goals Charter

SECNAVINST 5300.26B

MCO P5354.1C

Marine Corps Manual

FMFM 1-0, Leading Marines

4. Discussion Leader Notes

a. As the discussion leader, you should be familiar with the MCO P5354.1C.

b. Appendices should be distributed and read by the group prior to discussion.

5. Discussion

a. This discussion topic is recognized as a contemporary leadership issue. All Marines should understand that adherence to our basic leadership traits and principles provides for the fundamentals that equal opportunity addresses. We also must recognize that discrimination based upon race, color, religion,

gender, age, or national origin, consistent with the law and regulations and the requirements for physical and mental abilities are alien to the basic values of the Marine Corps. The Marine Corps Equal Opportunity Program is one method of "personnel preventive maintenance."

(1) This discussion guide is just that, a guide, and is not meant to be the "end-all" of leadership instruction on the subject. However, it does provide basic information and areas of concern within the Marine Corps. As the leader in a unit, it is your responsibility to be aware of what your unit needs most. Therefore, you must evaluate, modify, and/or expand on what needs to be emphasized.

b. The Marine Corps Equal Opportunity policy is based upon DoD Directive 1350.2, the Department of Defense Military Equal Opportunity Program and the Department of Defense Human Goals Charter. Provide a few moments for everyone to read Annex A.

(1) How many of you have read that before?

(2) What do you think of it? (Pause for responses and try to get discussion going.)

c. Having read the DoD Human Goals Charter, we readily recognize that leaders must translate these goals into positive actions.

(1) How can we accomplish that?

(2) One way of accomplishing this is through conducting leadership training that promotes harmonious interactions among Marines across barriers of race, ethnic group, grade, age and gender and that provides fair treatment for all Marines.

d. Though there are Equal Opportunity Advisors in the Marine Corps, our philosophy of leadership incorporates and emphasizes good relations and equal opportunity. To this end, the leader of Marines must take an active and visible role in the support of the equal opportunity program.

(1) Define and analyze equal opportunity.

(a) Distribute appendices B and C. Provide a few moments for everyone to read the policy (paragraph 0003) in appendix B, or read it to them.

(b) In your own words, what does equal opportunity (EO) mean? (List the one-word or two-word responses on a chalkboard.)

(c) It means every Marine will be treated fairly and equally, and have equality of opportunity regardless of race, color, religion, gender, age, or national origin. Treat all Marines with respect and recognize their aspirations, needs and capabilities.

(d) This is a very basic principle of leadership; know your Marines and look out for their welfare. The leader must concern himself/herself with the human needs (food, clothing, housing, recreation, education, and a chance for advancement) of their Marines. A leader must encourage individual development and self-improvement. Perhaps most importantly, a leader must ensure that channels of communication are kept open.

(2) Discuss the Marine Corps' equal opportunity policy.

(a) Equal Opportunity is embodied in the basic philosophy of Marine Corps leadership. Accordingly, paragraph 1100 of the Marine Corps Manual provides the following standards to be maintained by leaders. (As discussion leader you can discuss these five standards individually or list them first and then go back to solicit feedback from the group.)

[1] Strive for forceful and competent leadership throughout the entire organization.

[2] Inform the troops of plans of action and reasons whenever it is possible and practical to do so.

[3] Endeavor to remove on all occasions those causes which make for misunderstanding or dissatisfaction.

[4] Assure that all members of the command are acquainted with procedures for registering complaints, and the process of action taken thereafter.

[5] Build a feeling of confidence which will ensure the free approach by subordinates for advice and assistance not only in military matters, but for personal problems as well.

(3) Discuss the objectives of the Marine Corps' Equal opportunity Program (EOP).

(a) The primary objective of the Marine Corps' EOP is to integrate equal opportunity into every aspect of Marine Corps life.

(b) To understand the effects of past discriminatory practices in order to formulate specific equal opportunity objectives and to initiate affirmative actions to eliminate existing deficiencies.

(c) To identify, eliminate, correct, or prevent adverse or illegal institutional and individual discriminatory practices.

(d) To promote harmonious relationships among Marines through the elimination of prejudice and harassment.

(e) To ensure the opportunity and encouragement for personal and professional advancement of individual Marines without regard to age, race, color, religion, gender, or national origin.

(4) Discuss the scope of the Marine Corps' Equal Opportunity Program (EOP).

(a) The EOP operates through and impacts upon all existing programs and actions within every aspect of command. The commander must ensure that equal opportunity is applied in every command policy, action, and program.

(b) In keeping with the Marine Corps leadership philosophy, the responsibility for accomplishing equal opportunity goals is not dependent on authority and is not the function of any special staff officer. Rather, all Marines are expected to exert proper leadership by promoting harmonious interactions among individuals, regardless of age, race, color, religion, gender, or national origin, by exemplifying fair treatment for all Marines, and identifying unfair practices to higher authority via the chain of command.

(c) Using your own words, what is the Equal Opportunity Program?

It is the combination of actions used to achieve equal opportunity.

(d) What is Affirmative Action?

Methods used to achieve the objectives of the EO program. Processes, activities, and systems designed to prevent, identify, and eliminate unlawful discriminatory treatment as it affects the recruitment, training, assignment, utilization, promotion, and retention of military personnel.

(e) What is the Affirmative Action Program (AAP)?

[1] A management document consisting of formalized affirmative actions with quantifiable goals and milestones, used to bring about the accomplishment of equal opportunity program objectives.

(5) Discuss contemporary issues affecting equal opportunity. (Use local newspapers, Navy Times (Marine Corps Edition), or local libraries.)

(6) What issues of EO must you be concerned with?

This part of the discussion may center around prejudices and discrimination. Make sure the group members know the definitions before you discuss this.

(7) How can a prejudicial attitude affect EO? If the prejudicial attitude is displayed through the individual's behavior, that prejudicial attitude could affect EO. The five levels of intensity in acting out prejudice are listed below:

(a) Antilocution. Most people who have prejudices talk about them.

(b) Avoidance. Prejudice that leads the individual to avoid members of the disliked racial group, even perhaps at the cost of considerable inconvenience.

(c) Discrimination. Here the prejudiced person makes detrimental distinctions of an active sort. Literally acting out the prejudicial expression.

(d) Physical Attack. Under conditions of heightened emotion, prejudice may lead to acts of violence or semi-violence.

(e) Extermination. This is the ultimate degree of violent expression of prejudice.

(8) Can you give examples? (Discuss as appropriate. Attempt to draw out some examples that can directly affect a unit.)

(9) Discuss methods and techniques for ensuring equal opportunity.

(a) Be proactive. Emphasize team work. Discrimination in any form is adverse to mission accomplishment.

(b) Publicize Marine Corps and local command policy. Stress leadership accountability.

(c) Ensure all Marines are aware of the avenues of filing EO complaints and actions that will be taken against personnel in substantiated cases.

6. Appendices:

Appendix A: DoD Human Goals Charter

Appendix B: Extract From Marine Corps Equal Opportunity
Manual

Appendix C: Marine Corps Equal Opportunity Manual (Annex F)

Appendix D: Scenario

APPENDIX A

EQUAL OPPORTUNITY

DoD HUMAN GOALS CHARTER

"Our nation was founded on the principle that the individual has infinite dignity and worth." The Department of Defense, which exists to keep the nation secure and at peace, must always be guided by this principle. In all that we do, we must show respect for the serviceman, the service woman and the civilian employee, recognizing their individual needs, aspirations and capabilities.

THE ATTAINMENT OF THESE GOALS REQUIRES THAT WE STRIVE

To attract to the defense service people with ability, dedication, and capacity for growth;

To provide opportunity for everyone, military and civilian, to rise to as high a level of responsibility as possible, dependent only on individual talent and diligence;

To make military and civilian service in the Department of Defense a model of equal opportunity for all regardless of race, color, sex, religion or national origin, and to hold those who do business with the Department to full compliance with the policy of equal employment opportunity;

To help each service member in leaving the service to readjust to civilian life; and

To contribute to the improvement of our society, including its disadvantaged members, by greater utilization of our human and physical resources while maintaining full effectiveness in the performance of our primary mission.

APPENDIX B

EQUAL OPPORTUNITY

EXTRACT FROM MARINE CORPS EQUAL OPPORTUNITY MANUAL

0001. PURPOSE. The purpose of the Marine Corps Equal Opportunity Manual is as follows:

1. To delineate and identify the general concepts, principles and objectives of equal opportunity.
2. To provide guidance and instructions for the continued implementation and management of the Marine Corps Equal Opportunity Program.
3. To provide implementing instructions for a Marine Corps Equal Opportunity Affirmative Action Plan (AAP).
4. To consolidate the guidance for the Marine Corps Equal Opportunity Program.

0002. APPLICABILITY. The provisions of this Manual apply to Marines, all other Armed Forces personnel assigned to or serving with Marine Corps units, civilian supervisors of military personnel, civilian employees and nonappropriated fund employees providing services to military personnel. The policies and provisions of the Equal Employment Opportunity (EO) Program concerning civilian personnel employed by the Marine Corps are provided in separate Department of the Navy EEO regulations and will not be addressed in this Manual. The provisions of Chapter 4, Equal Opportunity in off-Base Housing, are applicable to all Department of Defense (DoD) civilian personnel, assigned to or under the jurisdiction of Marine Corps commands outside of the United States and who live in the civilian community.

0003. POLICY. The Marine Corps will provide equal opportunity for all military members without regard to race, color, religion, sex, age or national origin, consistent with requirements for physical and mental capabilities. Marines must recognize the importance, dignity, needs and aspirations of the individual. There must be a fully integrated Marine Corps in which all personnel are striving for the common goals of maintaining high standards of discipline, law and order, and excellence in performance of duty as well as one permitting and requiring both

men and women to exercise all professional and leadership responsibilities of their military occupational specialty, grade and assigned duties. Further, there is a need for the development of each individual to the highest degree of responsibility possible, dependent only upon individual talent and diligence. The achievement and maintenance of these goals is integral to full development of the *esprit de corps*, pride and individual readiness that are essential to combat readiness. Ensuring that fairness and equality of opportunity are extended to all personnel in each and every action that affects the individual Marines is an inherent function of leadership and will be given appropriate consideration in performance evaluation. Commanders are responsible for both military and civilian equal opportunity programs.

APPENDIX C

EQUAL OPPORTUNITY

MARINE CORPS EQUAL OPPORTUNITY MANUAL (Annex F)

DEFINITIONS

1000. DEFINITIONS. To ensure uniformity of understanding of the terms that have special significance and/or meaning relative to the Marine Corps Equal Opportunity Program and the provisions of the Manual, the following definitions are provided. (Terms that have special meaning relative to specific chapters of this Manual are defined in those chapters.)

1. Action Steps. Task-oriented steps; manageable and logically sequenced tasks; the effort required to achieve the objective.

2. Affirmative Action (AA). Any action directed toward the implementation and advancement of the concept of equal opportunity.

3. Affirmative Action Plan (AAP). A management document consisting of formalized affirmative actions that contain quantifiable goals and milestones, utilized to create movement towards the accomplishment of equal opportunity program objectives.

4. Analysis of Variance. Summary of specific problems encountered, actions taken during the reporting period to counter problems, and additional resources needed for goal achievement.

5. Bias. A mental leaning or inclination; partiality; prejudice.

6. Category. A specifically defined division in a system of classification.

7. Discrimination. An act, policy or procedure that arbitrarily denies equal opportunity because of race, color, religion, sex, age or national origin to an individual or group of individuals.

8. Equal Employment Opportunity (EEO) Program. The comprehensive program through which the Marine Corps implements its policy to provide equal opportunity in employment for all qualified civilian personnel.

9. Equal Opportunity. A concept which requires that the objectives of fair and equal treatment and equality of opportunity for all be applied to all management functions and leadership actions.
10. Equal Opportunity in Off-Base Housing. The portion of the Marine Corps Equal Opportunity Program that supports the Department of Defense (DoD) and the Marine Corps goal to eliminate discrimination against military and DoD civilian personnel in off-base housing worldwide.
11. Equal Opportunity Program. The cumulative efforts and actions of Marines to achieve equal opportunity. These efforts range from positive and planned actions to attain stated equal opportunity objectives, goals and/or milestones outlined in a formalized Affirmative Action Plan to the integration of equal opportunity considerations in to the decision making process of management and command actions.
12. Ethnic Group. A segment of the population that possesses common characteristics and a cultural or national heritage significantly different from that of the general population.
13. Human Relations. The social relations between human beings; a course, study or program designed to develop better interpersonal and intergroup adjustments.
14. Individual Actions. Voluntary efforts by Marines to apply their leadership training outside the classroom, beyond what is normally expected of their grades and duty assignments.
15. Institutional Discrimination. Policies, procedures and practices which, intentionally or unintentionally, lead to differential treatment of selected identifiable groups, and which, through usage and custom, have attained official or semi-official acceptance in the routine functioning of the organization/institution.
16. Milestones. Measurements of projected progress in terms of quantifiable values or points in time when a task should be accomplished.
17. Minority. A group differing from the predominant section of a larger group in one or more characteristics: e.g., ethnic

background, language, culture or religion, and as a result often subjected to differential treatment. Race and ethnic codes of minorities are published in the current edition of MCO P1080.20 (JUMPS/MMSCODESMAN). For the purpose of implementing the provisions of this Manual, minorities are specifically identified by race and race ethnic code in notes 3 through 6 of figure 3-1.

18. Objective. Defines the basic result desired.

19. Prejudice. The holding of a judgment or opinion without regard to pertinent fact typically expressed in suspicion, fear, hostility, or intolerance of certain people, customs, and ideas.

20. Proposed Corrective Action. Identifiable corrective plan for the achievement of a goal.

21. Race. Any of the major biological divisions of mankind distinguished by color and texture of hair, color of skin and eyes, stature, bodily proportions, or other genetically transmitted physical characteristics.

22. Sexual Harassment. Influencing, offering to influence, or threatening the career, pay, or job of another person in exchange for sexual favors; or deliberate or repeated offensive comments, gestures, or physical contact of a sexual nature in a work or work-related environment.

APPENDIX D

EQUAL OPPORTUNITY SCENARIO

1. You have three male lance corporals and three female lance corporals, and can promote only two to corporal.

a. Does this mean that you must promote one male and one female? Why? or Why not?

No, Marines should not be promoted based on gender or race.

b. What should the promotions be based on?

(1) Marines should be promoted based on merit. Marines who meet the minimum eligibility criteria (time in grade, time in service, etc. in accordance with MCO P1400.20) are not necessarily ready for promotion. In order to be recommended for promotion, a Marine should: display desire to advance and show enthusiasm and potential for increased responsibility; have mastered the professional and technical requirements of his current grade; have demonstrated initiative, maturity, moral courage, self-discipline, and good judgment; have demonstrated ability to lead and train Marines as a team.

(2) Marines must recognize each individual's importance, dignity, needs, and aspirations. There must be a fully integrated Corps in which every Marine will strive for the same common goals of maintaining high standards of discipline, law and order, and excellence in performance of duty.

SCENARIO

2. If you had a black male Marine lance corporal with no previous offenses, should he get the same punishment for the same offense as a white Marine with three page 12 entries?

No. There is a judgment factor which has to be exercised in the maintenance of standards of discipline. There are many conditions that will affect your decisions, and generally no hard and fast rules can be written to cover every situation.

3. In your opinion, do male leaders correct women Marines as readily as they do male Marines? If not, why? Is this fair treatment?

a. They should be corrected, disciplined, and looked out for by their leaders with equal fervor. Women Marines want to be treated like Marines but some often feel left out (excluded). A male leader may fail to correct a particular woman Marine because he perceives that most women have a tendency to cry and the leader is confused as to how to handle the situation, so he avoids making the correction.

b. All Marines (both male and female) generally resent it. The leader has an obligation to enforce standards of discipline for all Marines; it's one way of showing that you care. It's a leader's duty to help all Marines; in a situation such as this, a leader sows seeds of discontent which disrupt unit integrity and affect mission accomplishment. Everyone must carry their share of the load, and Marines want to do so. If any Marine cries (males are not exempt) when being corrected or counseled, pause to allow the Marine to regain proper composure and complete the session. The leader must be fair and consistent, which is so important in maintaining standards of behavior and performance, and in gaining the respect of subordinates.

c. Leaders must develop each individual to the highest degree of responsibility possible, dependent only upon individual talent and diligence.

d. Ensuring that fairness and equality of opportunity are extended to all personnel in every action that affects individual Marines is an inherent function of leadership.

e. Only by the achievement and maintenance of these goals can the Marine Corps fully develop the *esprit de corps*, pride, and leadership that are essential to combat readiness. The achievement of these goals must be an objective of every leader.

4. What is the commander's role in the unit EO program and the role of the individual Marine in the unit EO program?

a. All commanders will establish policies and procedures to ensure the periodic assessment and update of their EOP's. EOP requirements will vary with the level of command. Commanders are responsible for publicizing, implementing, and enforcing the

Marine Corps policy on equal opportunity to include sexual harassment.

5. What is the individual Marine's responsibility in ensuring equal opportunity?

a. An individual's responsibility is not dependent upon authority. Marines are expected to exert proper influence upon their comrades by **setting examples** of obedience, courage, zeal, sobriety, neatness and attention to duty.

b. Treat each Marine as a Marine.

c. Support your command's EO program and activities.

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FRATERNIZATION

1. Introduction

a. Fraternization is the term used to describe improper personal and business relationships among Marines of different ranks or positions.

b. Fraternization was not mentioned in the Uniform Code of Military Justice when it was first enacted; improper relationships between seniors and subordinates were prosecuted as conduct unbecoming an officer. In 1984, however, fraternization was explicitly recognized as an offense under military law.

c. When contact and relationships exceed these standards and become those of "buddies" or peers, then fraternization exists. Look at the facts and circumstances of each case:

(1) Is there a compromise of the chain of command?

(2) Is there an appearance of partiality? (REMEMBER: when dealing with the subject of fraternization, perceptions are as deadly as reality.)

(3) Is there the potential for good order, discipline, morale, or authority to be undermined?

2. Overview. The Marine Corps policy regarding fraternization is the product of naval service customs. The Marine Corps specifically, and military society in general, has historically imposed social constraints on personal relationships between individuals of different rank, grade, or position. It is important to keep in mind that because customs vary between branches of the armed forces, the Marine Corps' view of fraternization can be different (stricter) than that of the Air Force or the Army.

3. References. The following provide guidelines and information on fraternization:

Uniform Code of Military Justice

JAG Manual

4. Discussion Leader Notes. Included in this guide are two scenarios to generate discussion within your unit. You are highly encouraged to develop or use scenarios that draw from personal experience. These will increase the quality of your discussion.

5. Discussion

a. Rules concerning fraternization

(1) Fraternization rules date back to the time of the Roman army. The purpose of such constraints is to:

(a) Maintain good order and discipline.

(b) Promote relationships of mutual respect and confidence between juniors and seniors.

(c) Prevent adverse impact upon a junior's response to orders, the senior's exercise of command, or the perception of others regarding the senior's impartiality.

(d) Preserve the integrity of the chain of command.

(2) Definition. Fraternization is a social or business relationship between Marines of different grades in violation of a custom of the naval service which, in the eyes of one experienced in military leadership, impacts adversely on good order and discipline, or degrades or at least threatens to degrade the character or status of the position that a Marine holds. Let us examine the parts of this definition in detail.

(a) "...a social or business relationship between Marines of different grades...."

[1] Some possible examples of activities encompassed by the term "fraternization" are:

[a] Playing cards or gambling together.

[b] Going to private homes or clubs together.

[c] Dating or engaging in sexual activities.

[d] Engaging in commercial transactions, except for one time sales or leases.

[e] Showing favoritism or partiality.

[f] Using one's authority for personal gain.

[2] Military court decisions and the Manual for Courts-Martial make clear that fraternization can occur between enlisted Marines. The classic case involves an officer-enlisted relationship, but it is not the only case.

[3] The key issue is whether a relationship has developed in which mutual respect of grade is ignored.

[4] The relationship need not be male-female.

[5] Though not a rigid test, normal social or business relationships between Marines within the following six divisions do not constitute fraternization. (However, under some instructor-student relationship, even relationships within a particular group, would be considered fraternization.)

[a] General officers.

[b] Field grade officers.

[c] Company grade officers (to include warrant officers).

[d] Staff noncommissioned officers.

[e] Noncommissioned officers.

[f] Junior enlisted Marines.

[6] While improper relationships within the same chain of command are the most obvious, there is no blanket requirement under the UCMJ that the relationship be within the same chain of command to be improper.

(b) "...in violation of a custom of the naval service...."

[1] "Custom" is a long-established practice which, by common consent, has attained the force of law within the military.

[2] The relevant custom within the Marine Corps is that "duty, social, and business contacts among Marines of different grades will be consistent with traditional standards of good order and discipline and the mutual respect that has always existed between Marines of senior grade and those of lesser grade."

(c) "...which in the eyes of one experienced in military leadership, impacts adversely on good order and discipline or degrades or at least threatens to degrade the character or status of the position a Marine holds."

[1] Improper personal relationships between Marines occupying different positions may influence the senior's judgment as to mission accomplishment.

[2] The threat to discipline and order need not be perceived by the parties involved in the fraternization. It is enough that the ill effects could be perceived by a reasonably prudent Marine experienced in military leadership. Thus, each case must be scrutinized by applying this "hypothetical leader" test.

[3] This final section of the definition not only defines, but also explains, the policy behind the rules prohibiting fraternization. The policy is further described in the Court of Military Appeals case of U. S. v Free.

b. The military services demand a regard for authority by juniors towards their seniors which experience has shown is enhanced by the observance of decorum, tradition, custom, usage, and conventions which are peculiar to the services alone. The unquestioned obedience mandated in time of battle rests on regard and respect for authority. This respect is lessened by the failure to observe niceties of military courtesy and other traditions and customs.

6. Marriage: a special problem

a. The Marine Corps cannot legally act to prevent marriages between service members. A marriage between Marines of differing

grades will constitute fraternization when the impact of the marriage detracts or tends to detract from the respect due a senior, or is perceived by others to do so.

b. A marriage stemming from a previously existing improper relationship does not excuse those involved from responsibility for their activities prior to the marriage.

7. Avenues for prosecution

a. Article 134, UCMJ.

(1) Fraternization has been a listed offense under the UCMJ since 1984.

(2) Maximum punishment is dismissal, forfeiture of all pay and allowances, and confinement for two years.

b. Article 133, UCMJ.

(1) Whenever a commissioned officer, cadet, or midshipman engages in behavior which dishonors or disgraces the officer, such as dishonesty, unfair dealing, indecency, lawlessness, injustice, or cruelty, that officer may be prosecuted under Article 133.

(2) Maximum punishment is dismissal, forfeiture of all pay and allowances, and confinement for a period usually not longer than one year.

c. Article 92, UCMJ.

(1) Whenever a local command has established regulations or orders as to the conduct of relationships or fraternization, a Marine may be subject to prosecution for fraternization as a violation of an order.

(2) Published orders are often used by commands to define acceptable conduct in the context of officer-officer and enlisted-enlisted relationships.

(3) If the order is a general order or regulation, actual knowledge is not required (knowledge of the order is implied).

(4) If the order does not constitute a general order or regulation, specific knowledge must be shown for a violation to occur.

(5) Maximum punishment is a dishonorable discharge, forfeiture of all pay and allowances, and confinement for two years.

8. Remedies

a. Non-punitive administrative remedies.

(1) Formal or informal counseling.

(2) Transfer of one or both parties.

(3) Fitness report comments.

b. Non-judicial punishment (often followed, in the case of officers, by processing for administrative separation).

c. Court-martial.

9. Solution

a. The responsibility for maintaining the customary and traditional standards of conduct lies with the senior. The line between acceptable conduct and fraternization will not be crossed unless the senior allows it to happen.

b. The leader must be careful to avoid even the perception of fraternization without destroying the traditional fraternal bond between Marines of all grades.

c. Educate your Marines about both the Marine Corps policy on fraternization and the reasons behind it. Talk examples.

10. Scenarios

Scenario 1

a. 1stLt Blank, a legal officer with Legal Team E, Marine Corps Base Camp Pendleton, conducted a PFT for the Marines in his section and several of them did not perform up to standards. He organized a remedial program for his Marines, having all five of

them run with him every day from 1100-1200. Are there any perceived problems with improper relations between senior and subordinates?

b. As the month continues, the PT group dwindles to the female LCpl running with the lieutenant. The runs have increased to two hours and now are through wooded running trails.

(1) Is there a compromise of the chain of command?

(2) Is there an appearance of partiality?

(3) Is there the potential for good order, discipline, morale, or authority to be undermined?

Scenario 2

a. GySgt Wrench, the squadron maintenance chief, has been with the section for three years. He is a gruff and impersonal Marine. Over the past few weeks, you (the section OIC) have noticed a slight change in his behavior. Whenever the new avionics tech, PFC Jones, is in the office he seems much more pleasant to be around. In addition, he has been frequenting the E-Club after hours, saying "the troops keep inviting me." However, the talk in the shop is that he has been seen with the PFC frequently at the Club and has been leaving with her.

b. Her work performance as of late has been slipping. However, this week she was recommended for a squadron commander's meritorious mast for continued outstanding performance of duty by the maintenance chief. This morning, you saw the gunny and PFC Jones arrive to work together.

(1) Is there a compromise of the chain of command?

(2) Is there an appearance of partiality?

(3) Is there an the potential for good order, discipline, morale, or authority to be undermined?

(4) What should you, as the section OIC, do?

11. SUMMARY

a. The regulations and customs that we have against fraternization are not meant to prevent us from associating with our Marines. In fact, just the opposite is true. The regulations against fraternization are meant to ensure that the relationships we maintain with our Marines are of the most professional and productive nature.

b. If we expect our Marines to respect us, there can't be even the hint of favoritism. Fraternization gives the appearance of favoritism whether or not any instance of favoritism has taken place. The negative effect on morale and unit cohesion is obvious.

c. Additionally, we must demand an obedience to lawful orders that is unhesitating. If the chain of command is allowed to be weakened by a lax attitude toward fraternization, we will not be able to depend on our traditional levels of discipline when it counts the most.

UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

CUSTOMS, COURTESIES AND TRADITIONS

1. Introduction. The Marine Corps is the finest fighting organization in the world. As a member of the Corps, you should have an appreciation of the customs and traditions that helped shape the Corps we know today.

2. Overview. The purpose of this discussion is to explain the customs and courtesies of the United States Marine Corps. The traditions of the Marine Corps, its history, its uniforms, the Marine Corps way of doing things, make the Corps what it is and set it apart from any other military organization. These traditions are closely guarded by Marines, and it is the responsibility of all Marines to carry on with these traditions and pass them on to the Marines who follow. Marines should do more than just know these traditions; they should make these attitudes and traditions part of their personal code. To do so is to carry on the traditions of the Marines who went before.

3. References. The following provide additional information on customs and courtesies of the Marine Corps:

Handbook for Marine NCOs
NAVMC 2691, Marine Corps Drill & Ceremonies Manual
Marine Battle Skills Training Handbook 1
MCO P10520.3, Flag Manual
Marine Corps Museum Historical Pamphlets
Marine Corps Manual
MCO P1020.34, Uniform Regulations
SECNAVINST 1650.1, Navy and Marine Corps Awards Manual
MCO P1560.27, Marine Corps Unit Awards Manual

4. Discussion Leader Notes. Not applicable.

5. Discussion

a. Traits of the Marine Corps. The qualities that the Marine Corps stands for may seem old-fashioned, but these qualities have shaped the Corps since 1775.

(1) Quality and competence. It is expected that the performance of Marines, both individuals and units, will be outstanding in both garrison and in combat.

(2) Discipline. Of all of the principles of the Marine Corps, its insistence on discipline is the most uncompromising and most important.

(3) Valor. After the seizure of Iwo Jima, Fleet Admiral Nimitz characterized the performance of the Marines who took the island when he stated that "Uncommon valor was a common virtue." The rich history of the Corps is highlighted by the acts of over 300 Marines who have received the Medal of Honor. Valor and courage are hallmarks of Marines.

(4) Pride. Every Marine is intensely proud of Corps and Country and does his/her utmost to build and uphold the reputation of the Corps.

(5) Loyalty. "Semper Fidelis" is the motto of the Corps. Loyalty to the Corps, and loyalty to each other, is required of every Marine.

(6) The infantry. The Corps is unique in that, no matter what MOS a Marine eventually pursues, each is first a rifleman, and every officer is trained to function as an infantry officer.

(7) Conduct in action. Courage is expected of every Marine in battle. It is expected that no wounded or dead Marine will ever be left on the field of battle or left unattended. Marines never surrender unless they have been cut off entirely and can no longer make use of their weapons.

(8) Core values. Honor, courage, commitment. Generations of American men and women have given special meaning to the term United States Marine. They have done so by their performance on and off the battlefield. In order for us to maintain this great reputation, we must continue to keep these core values ingrained in our hearts and our minds. Reaffirm these core values and ensure they guide your performance, behavior, and conduct every minute of every day.

b. Uniforms and personal grooming. The Marine Corps has always prided itself on the appearance of individual Marines. As a Marine, it is your responsibility, on and off duty, to maintain

the Marine Corps reputation for smart, professional, and correctly worn uniforms. Although you may see other service members doing things such as removing blouses or loosening ties at social functions, Marines don't do that. The Marine Corps Uniform Regulations is the "bible" on uniforms, insignia, and grooming. You are responsible for knowing these regulations, setting the example through strict compliance, and enforcement of these regulations. MCO P1020.34 is the order on Marine Corps uniform regulations.

c. Bearing. While in uniform never put your hands in your pockets, chew gum, whistle, smoke while walking, embrace or hold hands or hold an umbrella, not even as an escort. Additionally, Marines never wear a cover while indoors, unless under arms. You should always wear your cover while riding in a vehicle. The way you carry yourself as a Marine says as much about the Marine Corps as any tradition or honor. You are judged daily by your subordinates, peers, seniors and the American people by the way you carry yourself and the bearing you project.

d. Military courtesy. Military courtesy is the traditional form of politeness in the profession of arms. Military courtesy embraces much more than the salute or any other ritual. Courtesy is a disciplined state of mind. It must be accorded to all ranks and on all occasions. Courtesy to a senior indicates respect for authority, responsibility, and experience. Courtesy towards juniors expresses appreciation and respect for their support and for them as fellow Marines. Courtesy paid to the Colors and the National Anthem expresses loyalty to the United States. Military courtesy is a prerequisite to discipline. The Marine Corps has always stood at the top of the services in its full and willing observance of the twin virtues of soldierly courtesy and discipline.

(1) The military salute. Over the centuries, men-at-arms have rendered fraternal and respectful greetings to indicate friendliness. In early times, armed men raised their weapons or shifted them to the left hand (while raising the empty right hand) to give proof of their friendly intentions. During the Middle Ages, knights in armor on encountering friendly knights raised their helmet visors in recognition. In every case, the fighting man made a gesture of friendliness--the raising of the right hand. This gesture survives as today's hand salute, which is the traditional greeting among soldiers of all nations.

(a) Individuals entitled to a salute. As a service member, you will salute all officers who are senior to you in rank in any of the Armed Forces of the United States or of friendly foreign governments, officers of the Coast Guard, Geodetic Survey, and of the Public Health Service who are serving with the armed forces of the United States.

(b) In addition there are certain appointed or elected civilian members of both our National and State governments who are so honored. Among the individuals of the United States you customarily salute are the following.

President of the United States
Vice President of the United States
State Governors
Secretary of Defense
Deputy Secretary of Defense
Senators and Congressmen
Secretaries of the Army, Navy and Air Force
Assistant Secretaries of the Army, Navy and Air

Force

(c) Among the members of the friendly foreign governments whom you salute are:

Heads of State
Ambassadors
Ministers of Defense or other civilian leaders of defense establishments and their assistants at or above the Assistant Secretary of the Army, Navy and Air Force

(d) When not to salute. In some situations, the salute is not appropriate. In general, you do not salute when:

[1] Engaged in routine work when a salute would interfere.

[2] Indoors, except when under arms.

[3] Carrying articles with both hands or being otherwise so occupied as to make saluting impractical.

[4] The rendition of the salute is obviously inappropriate.

[5] Engaged in driving an automobile. However, whenever practical, you should return the salutes of others providing the vehicle can be driven safely.

[6] In places of public assemblage such as theaters or churches, and in public conveyances.

[7] You are in the ranks of a formation. However, if at ease in a formation, you come to attention when addressed by a senior.

[8] When within sight of enemy soldiers.

(e) Special situations.

[1] Enlisted Marines may give and receive salutes from other enlisted Marines when in formation and rendering reports.

[2] After a senior has been saluted, if he remains nearby and no conversation takes place, no further salutes are necessary. On the other hand, if directed to report to a senior in the same area, you should salute when reporting and again when taking your leave.

[3] A Marine salutes indoors only when under arms. This normally means a duty status with a weapon. In this situation, the Marine remains covered and should salute; Marines not under arms do not salute indoors. In an office, Marines need not cease work when an officer enters unless called to attention. When addressed by an officer, the person so addressed should rise.

[4] In the naval services, protocol does not call for saluting when uncovered except for the return of uncovered salutes rendered first by Army and Air Force personnel. The exception in this case follows the general rule that, "social customs or military courtesy should always be interpreted so as to prevent awkward situations." Therefore, the naval service establishes an exception whereby an uncovered salute may be returned. When uncovered, naval officers initiate salutes by coming to a position of attention.

(d) Rules for saluting officers and uncased colors

[1] Out-of-doors. Salute in the open air, the interior of such buildings as drill halls and gymnasiums when used for drill or exercises of Marines, on the weather decks of a man-of-war, or under roofed structures such as covered walks and shelters open at one or both sides to the weather.

[2] Under arms. A Marine is under arms when he has a weapon in his/her hand, is equipped with sidearms, or when wearing equipment pertaining to arms, such as sword sling, pistol belt, or cartridge belt. Any Marine wearing an "MP" or "SP" brassard is considered under arms.

[3] When not in formation. When an officer approaches enlisted Marines who are not in a formation, the first to recognize the officer calls the group to attention as soon as the officer comes within six (6) paces. The salute is held until returned. The Marines remain at attention until the officer has passed or until he/she commands "carry on."

[4] Overtaking. When you overtake an officer proceeding in the same direction, draw abreast on the left, render a hand salute and say "By your leave, Sir/Ma'am." The officer acknowledges the salute and replies "granted." When you overtake a Marine junior to you, pass on the right if possible.

[5] Saluting distance. The maximum distance within which salutes are rendered and exchanged is prescribed as 30 paces. The salute should be rendered when six paces from the person (or color) to be saluted.

[6] Uncased colors. Colors and standards not cased are saluted when either you or they approach or pass within six paces. Hold your salute until the colors have passed or you have passed the colors by six paces.

[7] Prisoner chaser. An exception to the normal saluting practice is in the case of the prisoner chaser. A prisoner chaser does not salute an officer except when addressed by an officer in the line of duty.

[8] Morning and evening colors. Members of the color detail render the hand salute as appropriate during raising the flag at morning colors. Members of the color detail render the hand salute as appropriate during the lowering of the flag at evening colors.

(2) Forms of address

(a) General. Although the Marine Corps is an integral part of the naval service, its rank structure is similar to the Army. In written correspondence, both formal and social, full rank precedes the name and is written out. In conversation, all generals are General; all colonels are Colonel, etc. Full rank precedes the name of commissioned officers; customarily, rank may be abbreviated in routine correspondence of an official nature but is written out in business or social correspondence. The rank also precedes the names of warrant officers. When in civilian dress, a captain and a lieutenant are introduced as "of the Navy" to distinguish the rank from other services. In conversation, all admirals are Admiral. All chaplains are introduced by rank.

(b) Addressing officers and enlisted men

[1] General. It is appropriate and strongly recommended that a person be greeted by name and grade; e.g., "Good morning, Captain Jones," or "Good evening, Corporal Clark." If you are unsure of an enlisted Marine's name or grade, "Good morning, Marine" is appropriate as is "Good morning, Sir," or "Good Morning, Ma'am" in the case of an officer. In your everyday relationships with other Marines, it is imperative that you be familiar with the common courtesies extended to officers and enlisted Marines.

[2] Addressing officers. Use "Sir" or "Ma'am" whenever addressing officers more senior; however, if acquainted with the officer, it is preferable to use both grade and name; e.g., "Good afternoon Colonel Sands." Whenever addressing a general officer, it is customary to use "General" in lieu of "Sir" or "Ma'am." When verbally addressing generals, lieutenant colonels, and first and second lieutenants, use their short title; i.e., "how are you, Lieutenant?" or "Good morning, Colonel." It is an old (although not required) tradition that, when you address a senior officer, you speak in the third party; for example, "Would the Captain care to check the rifles, now?" or "Sir, Lieutenant Janson reporting for duty."

[3] Speaking to enlisted Marines. To promote pride and respect among your juniors, address them by name and grade. Avoid casual use of first name or nicknames. Senior

enlisted Marines should also be addressed by their full grade and name. Such terms as "trooper" and "EMs" should never be used. Always refer to a Marine by grade, not pay grade. A sergeant is a "sergeant," not an "E-5."

[4] Informal situations. First names and nicknames are proper with contemporaries or junior officers during social functions, during business hours in the privacy of the office, and in the Club.

[5] Miscellaneous. A common word in reference to a Marine captain is "Skipper"; however, it is more proper when used in addressing a captain company commander ("Skipper" is reserved for the Captain of the ship when at sea). It should also be noted that a Marine warrant officer wearing the bursting bomb insignia may be called "Gunner."

[6] Rank abbreviations. In official correspondence, rank and ratings are abbreviated and fully capitalized in the naval services, and are partially capitalized in the other services. The relative ranks of commissioned officers' abbreviations differs slightly from service to service. A good example would be our abbreviation, 2ndLt, and the Army's version, 2LT. As you can see there are exceptions to the rule.

[7] Addressing prominent civilians. The "Honorable" is the most preferred form for addressing most American officials. This phrase is always used with the full name and never any other title, (i.e., The Honorable John Dalton vice The Honorable Mr. Dalton or The Honorable Secretary of the Navy).

(3) Service Afloat

(a) Nautical terms. Many Marine Corps customs are derived from many years of service afloat. Even ashore, Marines customarily use nautical terms. Floors are commonly referred to as "decks," walls are "bulkheads," ceilings are "overheads," and corridors are "passageways." The order "Gangway!" is used to clear the way for an officer ashore just as it is afloat. Among other terms in common usage are "two-block," to tighten or center (a necktie); "head;" "scuttlebutt" a drinking fountain, or an unconfirmed rumor. In the Marine Corps, the expression "Aye, aye, Sir" is used when acknowledging a verbal order. "Yes, Sir" and "No, Sir" are used in answer to direct questions. "Aye, aye,

Sir" is not used in answer to questions as this expression is reserved solely for acknowledgment of orders.

(b) Boarding a small boat or entering a car. When boarding a small boat or entering a car, juniors enter first and take up the seats or the space beginning forward, leaving the most desirable seat for the senior. Seniors enter last and leave first.

(c) Last to leave ship. Marines are always or should be the last, other than the ship's captain, to leave a ship being decommissioned. Although the tradition is an old one, it first appears in Navy Regulations of 1825. "Where a vessel is to be put out of commission, the Marine officer with the guard shall remain on board until all the officers and the crew are detached and the ship regarded turned over to the officers of the navy yard or stations."

(d) Boarding ship. When boarding a U.S. Navy ship, face aft and salute the national Ensign. Then, face the Officer of the Deck, salute, and request permission to come aboard. Reverse the process when debarking.

(4) Ceremony

(a) Parades and ceremonies. Another custom which you will be directly involved with is that of holding a parade or review to mark important events such as the presentation of awards, a change of command, or a retirement. During an official visit, the visiting dignitary is usually received by rendering "Honors." These usually consist of a gun salute, "Ruffles and Flourishes" and other martial music. The Marine Officer's Guide outlines exactly what honors are rendered to what dignitary. As a participant or spectator, you are required to stand and salute. Remember, when participating in parades or ceremonies, the Drill and Ceremonies Manual contains the proper procedures to be used during these events.

(b) "First of foot and right of the line." Marines form at the place of honor--at the head of column or on right of line--in any naval formation. This privilege was bestowed on the Corps by the Secretary of the Navy on 9 August 1876.

(c) National Anthem and the Marines' Hymn

[1] National Anthem. When the National Anthem is played or "To the Colors" or "Retreat" (Evening Colors) is sounded, all military personnel come to attention, face toward the music and salute. You hold your salute until the last note of the music, but remain at attention until "Carry On" is sounded. If the National Anthem is being played incident to a ceremony involving the colors, face toward the colors rather than the music.

[a] Marines in formation. Formations are halted and brought to attention, and the commander salutes facing in the direction of his unit's original front.

[b] Personnel in vehicles. During playing of the National Anthem, all vehicles within sight or hearing of the ceremony stop. Passengers do not debark, but remain seated at attention.

[c] In civilian clothing. Come to attention, and if wearing headgear, remove it and place it over your left breast with your right hand. Otherwise, place your right hand over your left breast.

[2] Marines' Hymn. The history of the Marines' Hymn is very sketchy; however, the melody was written by Jacques Offenbach and was performed for the first time on November 19, 1859. Although there is no record of the hymn's author, the words appeared on a recruiting poster in 1898. When the Marines' Hymn is being played outdoors, stop and come to attention. If it is played indoors, stand up and come to attention. You should memorize all three stanzas of the Hymn and be prepared to sing it out loud at any time.

e. The Marine Corps Birthday

(1) The United States Marine Corps of today has had a continual existence since 1798, when President John Adams signed into law an act reestablishing the Corps. However, the traditional and official founding date of the Marine Corps is celebrated on 10 November. On this day in 1775, the Continental Congress, meeting in Philadelphia, authorized the raising and enlistment of two battalions of Marines for service with the newly formed naval forces of the colonies. This all started at Tun Tavern in Philadelphia, Pennsylvania, making it the birthplace of the Corps.

(2) Marine Corps Birthday celebration customs. All Marine Corps activities, if at all practical, shall provide for suitable observance of the Marine Corps birthday on 10 November. When 10 November falls on a Sunday, the birthday will be celebrated on the preceding Saturday. Such observances shall be appropriate to the size and mission of the activity concerned - - in accordance with the local conditions and within financial means of personnel of the host activity. The Drill and Ceremonies Manual outlines procedures for Birthday observances.

(a) Troop formations, to include parades, are to be held when practical. The reading of General John A. Lejune's birthday message should be included.

(b) Social observances to include the birthday ball and the traditional cake-cutting ceremony.

(c) The first piece of cake to honor the oldest Marine present.

(d) The second piece of cake to honor the youngest Marine present.

f. Colors of the Corps. The official colors of the United States Marine Corps are scarlet and gold. These colors are displayed on such items as our official standards, unit guidons, insignia, and uniforms. Scarlet and gold were adopted as the official colors of the Marine Corps in 1921, by order of the Commandant, Major General John A. Lejeune.

g. Marine Corps Emblem

(1) The basic design of the emblem was officially adopted in 1868. It is a symbolic representation which Americans, both civilian and military, immediately identify as "Marines." Prior to 1868, the Marines wore various emblems based mainly on the spread eagle and fouled anchor. In 1868, the seventh Commandant, General Zeilin, decided on a single, distinctive emblem centered around the globe.

(2) The emblem represents what we stand for, our past, and our future. There are three basic components of the Marine Corps emblem:

(a) Anchor. The first part of the emblem is the anchor. It is not just a plain anchor but a "fouled" anchor. The anchor emphasizes the close ties of the Marine Corps with the U.S. Navy.

(b) Globe. Emphasizing the close ties between the U.S. Marine Corps and the British Royal Marines, the idea of a globe as part of the emblem was borrowed from the emblem of the Royal Marines. However, the Royal Marines' emblem shows the Eastern Hemisphere, whereas the U.S. Marine Corps' emblem shows the Western Hemisphere. This was only natural since the United States is located in the Western Hemisphere and many of the early Marine combat operations and noncombatant duties were in the Western Hemisphere. Today, of course, the globe can also symbolize the "global" Marine Corps commitments and responsibilities which have evolved in the 20th century.

(c) Eagle. The third part of the emblem is the eagle. The eagle is the national symbol of the United States, and is the one part of the emblem which readily identifies the Marine Corps with the United States. The eagle proudly carries a streamer in its beak which bears the motto of the Corps, "Semper Fidelis."

h. Marine Corps Seal. On 22 June 1954, President Eisenhower signed Executive Order 105.38 "Establishing a Seal for the United States Marine Corps." General Lemuel C. Shepard, Jr., 20th Commandant designed the seal which consists of the Marine Corps emblem in bronze, the eagle holding in its beak a scroll inscribed, "Semper Fidelis," against a scarlet and blue background, encircled by the words, "Department of the Navy - United States Marine Corps."

i. Flags and colors

(1) Colors/standards. Specialized flags carried by military units. Each arm or branch of the service has its own colors. The Marine Corps colors/standards are scarlet with gold fringe trim. The Marine emblem is centered on the flag with a white scroll below. Marine Colors are carried beside the National Colors. Standards are Marine Colors that are mounted, such as flags mounted in the Commanding Officer's office.

(a) Organizational standards/colors. Carried by supporting establishment commands. Scroll on the flag says "United States Marine Corps".

(b) Battle Colors/Standards. Carried by Fleet Marine Force units (FMF). The scroll has the unit's name followed by FMF on it. Battle streamers that have been awarded to the unit are displayed just below the mast head.

(2) Guidons. Guidons are small rectangular flags, made in Marine Corps colors. They are carried by companies, batteries, or detachments.

j. Awards and Decorations

(1) Personal decorations. Personal decorations are awarded to individual Marines for heroism, gallantry, or valor. Examples include the Medal of Honor, Purple Heart and the Navy Cross. Personal decorations can also be awarded for meritorious service, such as, the Meritorious Service Medal and the Navy-Marine Corps Achievement Medal.

(2) Unit decorations. Unit decorations are awarded to a Marine unit for outstanding performance, inside or outside the United States. The French Fourragere is one such example. It is the senior unit award, and the first collective award, won by the U.S. Marines. Other examples of unit awards include the Navy Unit Commendation and the Meritorious Unit Commendation.

(3) Campaign or service medals and ribbons. These awards are issued to "all hands" who take part in a particular campaign, or serve during a specific time period for which the award is authorized. An award can also be earned for notable achievement in a non-combat environment. An example would be the Antarctica Service Medal.

(4) Marksmanship badges and trophies. Badges are awarded to individuals who demonstrate special proficiency or skill in marksmanship. Trophies are awarded at various levels to include: United States and international distinguished shooter competitions, and Marine Corps rifle and pistol championships.

k. The Marine Corps Uniform

(1) The scarlet trouser stripe. A red stripe first appeared on uniform trousers in 1798, and reappeared in 1840 and 1859, partly as a result of the military fashions of the day. The popular story, which cannot be supported by fact, is that the red stripe commemorates the blood shed by Marines in the Battle of Chapultepec in 1846.

(2) The quatrefoil. The quatrefoil is an interwoven braid in the shape of a cross of figure eights found on top of the Marine officer's barracks covers. Officially, the quatrefoil first became an authorized part of the uniform in 1859. The quatrefoil was the fashionable military style of the era. Popular belief tells us that the quatrefoil was worn on the caps of Marines fighting on the decks of ships in order that they might be easily recognized by the Marine sharpshooters located above in the ship's rigging.

(3) Mameluke sword. Until the invention of gunpowder, the sword was once one of the primary combat weapons used by the military. The association of the Marine Corps with the Mameluke sword began in the early 19th century. The "Mamelukes" were an elite Muslim military force from Eastern and Northern Africa. They used a sword that had a gold hilt, ivory handle, and a curved blade. Tradition states that in recognition of Lieutenant Presley O'Bannon's heroic actions in the Tripoli expedition, Prince Hamet Bey presented him a Mameluke sword.

(4) The NCO sword. Noncommissioned officers of the Marine Corps are the only NCOs in any branch of the regular United States Armed Forces who still have the privilege of carrying what is considered to be a commissioned officer's weapon. The Marine NCO sword rates as one of the oldest U. S. weapons still in use (second only to the Mameluke sword). While limited by regulation to "when in charge of troops on ceremonial occasions," the sword is part of our intangible *esprit de corps*.

(5) Field hat. This was the rugged, picturesque, expeditionary headgear of the Corps from 1898 until 1942 and became a universal favorite. As a result, although the hat became outmoded during World War II, General Cates, the 19th Commandant, authorized its use on the rifle range in 1948 and took steps to issue field hats to all medalist shooters in the Marine Corps matches. Subsequently, in 1956, General Pate, the 21st Commandant, directed that field hats be worn by all recruit

drill instructors, and the hat has become a symbol of Marine Corps recruit training.

1. Common Terms, Sayings, and Quotations

(1) First to Fight. Marines have been in the forefront of every American war since the founding of the Corps. They entered the Revolution in 1775, even before the Declaration of Independence was signed! Marines have carried out more than 300 landings on foreign shores. They have served everywhere, from the Arctic to tropics; their record for readiness reflects pride, responsibility, and challenge.

(2) Leatherneck. This nickname goes back to the leather stock or neckpiece, which was part of the Marine Corps uniform from 1775 to 1875. The leather collar was designed to protect the jugular vein from saber slashes. It also insured that Marines kept their heads erect and maintained military bearing. Although no longer used, it is commemorated by the standing collar on the dress blue and dress white uniform.

(3) Uncommon valor was a common virtue. Refers to the victories in World War II, especially at Iwo Jima, the largest all-Marine battle in history. Admiral Nimitz's ringing characterization of Marines fighting on Iwo Jima was applied to the entire Marine Corps in World War II: "Uncommon valor was a common virtue."

(4) Devil Dogs. In the Belleau Wood fighting in 1918, the Germans received a thorough indoctrination into the fighting ability of Marines. Fighting through supposedly impenetrable woods and capturing supposedly untakeable terrain, the men of the 4th Marine Brigade struck terror in the hearts of the Germans, who referred to Marines as the Teufelhunden, meaning "fierce fighting dogs of legendary origin" or as popularly translated, "Devil Dogs."

(5) The Marine Corps Motto. That Marines have lived up to their motto, *Semper Fidelis* (always faithful), is proven by the fact that there has never been a mutiny among U.S. Marines. This motto was adopted about 1883. Before that, there had been three mottoes, all traditional rather than official. The first, *Fortitudine* (with fortitude), appeared about 1812. The second, *By Sea and by Land*, was obviously a translation of the Royal Marines' *Per Mare, Per Terrem*. Until 1848, the third motto was

"To the Shores of Tripoli," in commemoration of O'Bannon's capture of Derne in 1805. In 1848, after the return to Washington of the Marine battalion which took part in the capture of Mexico City, this motto was revised to "From the Halls of Montezuma to the Shores of Tripoli." The current Marine Corps motto is shared with England's Devonshire Regiment.

(6) The President's Own. Established by an act of Congress in July 1798 (more than a century before the bands of the other three services), the Marine Band has performed at White House functions for every president except George Washington. Thomas Jefferson was especially fond of the band. Because of its traditional privilege of performing at the White House, the band is spoken of as "the President's Own."

(7) Retreat, Hell! We just got here! Fighting spirit and determination against heavy odds is a sound tradition in the Marine Corps. Nowhere is there a more graphic illustration than an incident which occurred in World War I. Legendary or true, it personifies the aggressive attitude of Marines. The occasion was the third great German breakthrough of 1918, when the 4th Marine Brigade and its parent 2d Infantry Division were thrown in to help stem the tide in the Belleau Wood sector. The 2d Battalion, 5th Marines had just arrived at its position when an automobile skidded to a stop and a French officer dashed out and approached the commanding officer. He explained that a general retreat was in progress and that orders were for the Marines to withdraw. The Marine officer exclaimed in amazement, "Retreat Hell! We just got here!" The Marines proceeded to prove their point. The battalion deployed and took up firing positions. As the Germans approached, they came under rifle fire which was accurate at ranges beyond their comprehension. Not in vain had the Marine Corps long stressed in its training the sound principles of marksmanship. The deadly fire took the heart out of the German troops, and the attack was stopped.

m. Military etiquette. There are several Marine Corps customs and courtesies, which while possibly unwritten, are important for you to know.

(1) The CO's wishes. When the commanding officer states "I wish," "I desire," or similar expressions, these have the force of a direct order and should be complied with on that basis.

(2) Reporting to seniors. Juniors must report immediately in correct uniform when requested by a senior. If in the field, on the drill field, or on a parade ground, it is necessary for juniors to proceed and report on the double.

(3) Walking with a senior. When walking with a senior, walk to the left, one pace back, and in step with that senior.

n. Social Occasions

(1) Bosses' Night. At periodic intervals the staff noncommissioned officers of a company, squadron, battery, or similar size unit invite the officers of the unit to the SNCO mess for an evening get-together known as "Bosses' Night." Some important ground rules that make for a good "Bosses' Night" are:

(a) Always set a reasonable time limit. Do not stay "all night."

(b) Do not turn Bosses' Night into a grievance session.

(c) Do not drink to excess.

(2) Hail and farewell. When you become attached to, or depart from a unit, you may be "hailed or farewelled." That is your unit's way of saying "Welcome aboard" or "thanks for a job well done." At a hail you and your spouse will be introduced. At a farewell, you'll normally receive a memento and be asked to say a few words.

(3) Wetting Down. After a promotion, it is customary to celebrate by spending your first pay raise on your fellow Marines at your favorite tavern. Tradition has it that the new grade insignia was placed in the bottom of a glass of spirits, and the Marine drank the glass dry. Remember... alcoholic beverages must be consumed with moderation.

(4) Dining In/Out. This event is a variation of the traditional mess night. "Dining in" means that the mess is open to guests from within the unit, while "dining out" opens the mess to honored guests outside the unit.

o. Social do's and don'ts. Common sense, tact, and ordinary courtesy are the fundamentals of social success in the Marine

Corps. First impressions are most important. Remember, you don't get a second chance to make a first impression.

(1) Be on time. One of the most valuable habits that you can acquire is that of being on time. Promptness and responsibility go hand in hand.

(2) Exhibitionism. Exhibitionism means drawing attention to yourself in a public place. Shouting, whistling, clowning, loud laughter, booing, or doing something foolish or unusual, is unacceptable conduct, especially at a social function. Do not draw undue attention to yourself. If there is any chance that you will be recognizable as a Marine, your conduct must be impeccable.

(3) In the company of ladies. A man offers his arm only to give assistance when needed, as an escort at a formal dinner or as an usher at a wedding. Never grasp or take hold of the woman's arm, unless an accident is to be avoided. She will take your arm, you do not take hers. When in uniform and covered, use your left arm to escort so that you may render or return salutes.

(a) On the Street. A man walks on the curb side, outboard of a lady, thus sheltering her. In a crowd, when she needs assistance, or in heavy traffic, or going up steps, the man gives her his arm. Aboard a train, aircraft, or bus, a woman is offered the window seat. On a bus or street car, a Marine always gets up and offers his seat to a woman with packages or children, an elderly lady, or a pregnant woman.

(b) Decorum. When you are with a lady, don't embarrass her by off-color jokes, loud talking, violent gestures, or other actions that may attract undue attention. Except in crowded situations where the man obviously has to "run interference," you should let the lady precede you, as when boarding a bus or going down a theater aisle.

(c) Assistance. If a lady seems to need help, you should offer your assistance. But don't presume on your act of courtesy or helpfulness by imposing on the lady or trying to strike up an unwanted acquaintance with her.

(d) On your feet. At a social occasion, such as a dinner party, men should stand when a woman enters the room, remain standing until she sits down, and rise again upon her

departure. A man is not expected to stand every time a hostess reenters or leaves a room. Stand up for introductions, greetings, and farewells. When a senior officer, dignitary, or elderly person comes to your table, stand.

(e) Seating a lady. A man assists the woman to his right with her chair when she sits down at the dining table, and when she rises.

p. Reporting to a New Command. Report to a new command in the service "A" uniform. Ensure that you have your original orders, medical and dental records, OQR or SRB, and all receipts pertaining to lodging and transportation.

q. Summary. Always remember that you are a United States Marine. You are representing the legions of Marines who have preceded you and built the traditions and reputations of the Corps with their blood and at times their lives. Never do anything to bring shame or discredit upon our Corps or disgrace the honor of those who have gone before. You are the future of the Corps, and upon your shoulders rests the reputation of the greatest fighting force the world has ever seen.

6. Appendices

- Appendix A: Glossary of Traditional Marine Corps Terms
- Appendix B: Significant Events in Marine Corps History
- Appendix C: Noteworthy Individuals in Marine Corps History
- Appendix D: Significant Battles in Marine Corps History

CUSTOMS, COURTESIES AND TRADITIONS
Appendix A

GLOSSARY OF TRADITIONAL MARINE CORPS TERMS

TERM	MEANING
ADRIFT	Loose from towline or moorings; scattered about; not in proper stowage
AFT	Referring to or toward the stern (rear) of a vessel
ALL HANDS	All members of a command
ASHORE	Any place outside of a naval or Marine Corps reservation
AS YOU WERE	Resume former activity
AWEIGH	Said of the anchor. As soon as the anchor has broken away from and is no longer fastened to the bottom
AYE, AYE, SIR	Required official acknowledgment of an order meaning I have received, understand, and will carry out the order or instructions
BELAY	To make fast or to secure, as in "belay the line," to cancel or to disregard a statement just made
BELOW	Downstairs; lower deck
BREAKOUT	Take out of stock or storage; to prepare for use
BRIG	A place of confinement; a prison
BROWN BAGGER	A married man
BOW	The front portion of a ship
BRIDGE	The portion of a ship's structure from which it is controlled when underway
BROW	A portable walkway from the pier or jetty to the ship's quarterdeck
BUTTKIT	An ashtray
C. P.	Command Post in the field
CARRY ON	The order to resume previous activity
CHIT	A receipt or authorization; a piece of paper
FANTAIL	The main deck of a ship at the stern
FIELD DAY	Barracks cleanup
FIELD SCARF	Regulation Marine Corps uniform neck tie
FORECASTLE	The upperdeck at the bow on which the ground tackle is located
GALLEY	Shipboard kitchen; kitchen of a mess hall; mobile field mess

GANGWAY	An opening in the rail giving access to the ship. A command announcement to stand aside to let someone through
GATOR	An amphibious ship; one who serves in the amphibious Navy
GEEDUNK	The place (aboard ship) where candy, ice cream, soda, and smokes can be purchased
HATCH	Door or doorway
HEAD	Latrine or toilet
LADDER	Stairs
LIBERTY	Absence of enlisted from the ship or command for less than 96 hours for purposes of rest and recreation which is not charged as leave
OVERHEAD	Ceiling
PASSAGEWAY	A hallway
PETTY OFFICER	A Navy NCO, E-4 through E-9
POLICE	To straighten or to tidy up
PORT	Left
QUARTERDECK	The ceremonial location on board ship when the ship is moored or at anchor (It is located close to the brow or accommodation ladder and is the watch station for the Officer of the Deck).
RATE	A sailor's occupational specialty
SCUTTLEBUTT	Gossip or unfounded rumor; also a drinking fountain
SEABAG	The bag used to stow personal gear
SECURE	Stop; finish; end; make fast; put away in storage
SHIPPING OVER	Reenlisting
SICK BAY	Hospital or dispensary
SKIPPER	Commanding Officer
SKYLARK	Goof-off; to loiter
SMOKING LAMP	When smoking lamp is lit, smoking is authorized.
SQUARE AWAY	To straighten, make ship-shape, or to get settled. inform or admonish someone in an abrupt manner.
STARBOARD	Right
STERN	The blunt end (rear) of a ship
SWAB	A mop
TOPSIDE	Upstairs; upper deck
TURN TO	Begin work; get started
WARDROOM	On board ship, the officer's living room and dining area; also used to signify all of the officers serving on the ship

CUSTOMS, COURTESIES AND TRADITIONS

Appendix B

SIGNIFICANT EVENTS IN MARINE CORPS HISTORY

The Marine Corps was created on 10 November 1775, in Philadelphia, Pennsylvania, at Tun Tavern, by a resolution of the Continental Congress which "raised two battalions of Marines." In 1834, the Marines came under the Department of the Navy. The National Security Act of 1947, amended in 1952, states the present structure, missions, and functions of the Marine Corps.

a. 1775 - The Continental Congress authorized the formation of two battalions of Marines, under Captain Samuel Nicholas, who is traditionally considered the first Commandant of the Marine Corps.

b. 1776 - The first Marine landing took place during the Revolutionary War. Marines invaded New Providence Island in the Bahamas and seized guns and supplies. The uniform of the day had a stiff leather stock that was worn around the neck, thus the nickname "Leatherneck."

c. 1798 - Congress recreated the Marine Corps as a separate military service.

d. 1805 - Marines stormed the Barbary pirates' stronghold at Derna on the "shores of Tripoli." Marines raised the "Stars and Stripes" for the first time in the Eastern Hemisphere.

e. 1847 - During the Mexican War, Marines occupied the "Halls of Montezuma" during the Battle of Chapultepec in Mexico City. The royal palace fell to invading Marines, who were among the first United States troops to enter the capital. Marines also helped take California.

f. 1859 - Marines, under the command of Colonel Robert E. Lee, U. S. Army, stormed the United States arsenal at Harper's Ferry to put down an attempted slave revolt lead by abolitionist, John Brown.

g. 1861 - Marines saw limited action during the Civil War. Due to resignations, an aging officer corps, and inadequate personnel, effectiveness was hindered. Marines served primarily with naval detachments at sea, rarely conducting operations ashore, manning ship's guns.

h. 1868 - An emblem consisting of an eagle, a globe, and an anchor was adopted by the Marine Corps. Brigadier General Jacob Zeilin, 7th Commandant, modified the British (Royal) Marine emblem to depict the Marines as both American and maritime. The globe and anchor signify worldwide service and sea traditions. The spread eagle is a symbol of the Nation itself.

i. 1898 - In response to a declaration of war against Spain, Marines conducted offensive operations in the Pacific and Cuba. Marine actions led to the establishment of several naval installations overseas.

j. 1900 - In support of foreign policy, Marines from ships on the Asiatic station defended the American Legation in Peking, China during the Boxer Rebellion. The Marines were part of a multinational defense force that protected the Legation Quarter against attack. This small defense force held

out against the Boxers until a relief force was able to reach Peking and end the rebellion.

k. 1901 - During the years 1901 to 1934, the Marine Corps was increasingly used to quell disturbances throughout the world. From the Far East to the Caribbean, Marines landed and put down insurrections, guarded and protected American lives and property, and restored order. Due to the extensive use of Marines in various countries and locations in the Caribbean, these actions come to be known as the "Banana Wars."

l. 1913 - The Marine Corps established its aviation unit. Marine Major Alfred A. Cunningham was the first pilot.

m. 1917 - Marines landed as part of the American force in France. Marines, participating in eight distinct operations, distinguished themselves and were awarded a number of decorations, among them the French Fourragere, still worn by members of the 5th and 6th Marines.

n. 1933 - The Marine Corps was reorganized into the Fleet Marine Force, formally establishing the "command and administrative relations" between the Fleet and the Marine Corps. The Marine Corps Equipment Board was established at Quantico, Virginia, and Marines began to devote long hours to testing and developing materials for landing operations and expeditionary service.

o. 1941 - The United States was thrust into war following the devastating surprise attack on Pearl Harbor by Japanese forces. Marines defended against this attack and similar attacks throughout the Pacific during the opening stages of the war. The Marine Corps was the principal force utilized by the Allies in execution of a strategy of "island hopping" campaigns. The earlier development of amphibious doctrine proved to be invaluable in carrying out this strategy. The strength of the Marine Corps reached nearly 500,000 during World War II.

p. 1950 - Conflict in Korea tested Marine Corps combat readiness. The Marines responded to the attack by North Korean forces by quickly assembling the First Marine Provisional Brigade from the under-strength 1st Marine Division. These Marines shipped out and were later used to rescue the crumbling Pusan perimeter. Marine forces further displayed their combat readiness and versatility by making an amphibious landing over the seawalls at Inchon. Marine aviators flew helicopters for the first time in battle.

q. 1958 - The Marine Corps completed reorganizing the combat structure of its Fleet Marine Force. The Marines created units equipped to conduct landing operations in either atomic or nonatomic warfare. The Marine Corps had the ability for the Fleet to go where it was needed, to stay there, and to readily project its power ashore as the cutting edge of sea power. This concept was put to use when Marines landed near Beirut, Lebanon at the request of the Lebanese government to support its army against internal strife. The Marines helped stabilize the situation and were withdrawn after a few months.

r. 1965 - Marines landed in South Vietnam, which committed the Marine Corps to the longest war in its history. Marines conducted numerous large scale offensive operations throughout the course of the war, as well as participating in the pacification program designed to win the support of the local populace. Also, in response to an attempted coup of the local government, Marines landed in the Dominican Republic to evacuate and protect U. S. citizens. The Marines formed the core of a multinational force that quickly restored the peace.

s. 1982 - Marines deployed to Lebanon as part of a multinational peacekeeping force in an effort to restore peace and order to this war-torn country. This action further displayed the Marine concept of a "Force in Readiness." On 23 October, 1983, a suicide truck bomb attack on the headquarters building killed 241 Americans and wounded 70 others. The last Marine unit withdrew in July of 1984.

t. 1983 - Following assassination of the Prime Minister and violent overthrow of the government of Grenada, Marines participated in Urgent Fury, a joint military operation, in response to a request for intervention from neighboring Caribbean nations. The Marines' rapid response led to the securing of the island and the safeguarding of hundreds of American citizens living there.

u. 1989 - In response to the increasing unrest in Panama, the President of the United States ordered a joint military operation, Just Cause, to overthrow the military government of Panama headed by General Manuel Noriega. United States forces, including Marines, accomplished this mission and installed a civilian government. This same government had been denied office after free elections were illegally declared invalid by Noriega's government. General Noriega, under indictment in the United States for drug trafficking and racketeering, was arrested and sent to the United States for trial.

v. 1990 - Following the invasion of Kuwait by Iraqi forces, Operation Desert Shield was launched. This joint military operation was designed to halt the advance of Iraqi forces and to position multinational forces assembled for possible offensive operations to expel the invading force. This operation validated the Marine Corps' Maritime Prepositioning Force (MPF) concept and enacted the plan of tailoring units to accomplish a mission as part of a Marine Air Ground Task Force (MAGTF).

w. 1991 - Operation Desert Storm was launched after the Iraqi government refused to comply with United Nations' resolutions. Marine aviation was heavily used when the air phase commenced in January of 1991. When massive bombing failed to dislodge Iraqi forces, Marine ground forces swept into Kuwait and liberated the country, causing severe damage to the Iraqi military capability.

CUSTOMS, COURTESIES AND TRADITIONS

Appendix C

NOTEWORTHY INDIVIDUALS IN MARINE CORPS HISTORY

a. PRESLEY NEVILLE O'BANNON. First Lieutenant O'Bannon is remembered for heroism in the battle for the harbor fortress of Derna (Tripoli) in the Mediterranean. O'Bannon's Marines were the first U.S. forces to hoist the flag over territory in the Old World. The "Mameluke" sword, carried by Marines officers today, was presented to O'Bannon in 1805.

b. ARCHIBALD HENDERSON. Brevet Brigadier General Archibald Henderson became Commandant in 1820 and held his command until his death in 1859, a period of 39 years. General Henderson led the Corps through the Indian Wars, the War with Mexico, the "opening" of China, and the disorders in Central America. The "Grand Old Man of the Marine Corps," as he is often called, introduced higher standards of personal appearance, training, discipline, and strived to have the Marine Corps known as a professional military force, capable of more than just sea and guard duties.

c. JOHN H. QUICK. Sergeant Major Quick is remembered for his performance at Cuzco Well (Guantanamo Bay, Cuba), where he participated in an operation to seize an advanced base for the Atlantic Fleet battalion of Marines. The Sergeant Major won the Medal of Honor for semaphoring for an emergency lift of the naval bombardment while under Spanish and American shellfire. The landing at Guantanamo demonstrated the usefulness of Marines as assault troops. When employed with the fleet, Marines gave added strength for the capture and defense of advanced bases, becoming a primary mission of the Marine Corps (1898).

d. DANIEL DALY. Sergeant Major Daly is recognized for earning two Medals of Honor: (1) Chinese Boxer Rebellion and (2) First Caco War in Haiti. When his unit had been pinned down and their attack was stalled during the Battle of Belleau Wood, then Gunnery Sergeant Daly yelled to his men, "Come on, you sons of a b-----, do you want to live forever?"

e. SMEDLEY D. BUTLER. Major Butler is recognized for earning two Medals of Honor: (1) Veracruz and (2) First Caco War in Haiti. By the end of 1916, the Marine Corps was recognized as a national force in readiness and for leadership gained from continual combat and expeditionary experience.

f. JOHN A. LEJEUNE. Major General Lejeune served as 13th Commandant of the Marine Corps, 1920-1929. LeJeune was the first Marine officer ever to command an army division in combat, in France during World War I (1918).

g. LEWIS B. ("CHESTY") PULLER. Lieutenant General Puller served in Nicaragua through several periods of political unrest and rebellious activity. Puller and a force of about 32 Marines became famous for their ability to engage rebel groups and bandits while scouring the jungles in a wide area of Nicaragua to the Honduran border. Puller became known as the "Tiger of the Mountains" (1930). The Marine Corps' mascot, an English bulldog named "Chesty," is named for this brave and fine Marine Corps officer.

h. JOSEPH L. FOSS. Captain Foss was a Marine pilot instrumental in taking the Japanese airfield at Guadalcanal. For his participation, the Captain was awarded the Medal of Honor. By the end of World War II, Foss was the second-ranking Marine ace, with 26 victories ("kills") to his credit (1942).

i. GREGORY R. ("PAPPY") BOYINGTON. Major Boyington is recognized for Marine prowess in aerial dogfights. "Pappy" commanded VMH-214, the "Black Sheep," during World War II. By the end of the War, the Major was recognized as the Marine Corps' top ranking flying ace with 28 victories ("kills") (1945).

j. IRA H. HAYES. The Fifth Amphibious Corps of Marines, commanded by Major General Harry Schmidt, was assigned to take Iwo Jima. Corporal Ira Hayes, a Pima Indian, was one of the Marines immortalized in the now famous photograph (not shown) taken of the second flag raising incident on Mount Suribachi, shortly after the Japanese stronghold was taken on 23 February, 1945.

k. OPHA MAE JOHNSON. Private Johnson became the Marine Corps' first enlisted woman on 13 August, 1918. Her enlistment was a reflection of the dramatic changes in the status of women brought about by the entry of the United States into World War I. Marine Reserve (F) was the official title by which the Marine Corps' first enlisted women were known. They were better known as "skirt Marines" and "Marinettes."

l. ANNIE L. GRIMES. CWO Grimes was the third black woman to become a Marine and the first black woman officer to retire after her "full 20."

m. MARGARET A. BREWER. Brigadier General Brewer, then a Colonel, served as the Director of Women Marines (WM) during the period 1973-1977. She was the seventh and last Director of WMs, the only post-World War woman to hold the position. Margaret Brewer became the Marine Corps' first woman general officer on 11 May 1978.

n. MOLLY MARINE. "Molly," a monument in New Orleans to women who serve and have served as Marines, was dedicated on the Marine Corps birthday in 1943. The first statue of a woman in uniform anywhere in the world was that of Joan D'Arc, in full armor, in Orleans, France; it is only fitting that the first statue of a woman in uniform in the United States reside in New Orleans.

CUSTOMS, COURTESIES AND TRADITIONS

Appendix D

SIGNIFICANT BATTLES IN MARINE CORPS HISTORY

a. The BATTLE OF BLADENSBURG: In August of 1814, 103 Marines and 400 sailors made a vain attempt to block a force of 4,000 disciplined British troops from advancing on Washington. The Marines stopped three headlong charges before finally being outflanked and driven back. The British then moved down Bladensburg Road to Washington where they burned a number of public buildings before retiring to their vessels in the Chesapeake Bay.

b. The BATTLE OF NEW ORLEANS: In January of 1815, Marines under the command of General Andrew Jackson soundly defeated British Forces that were attacking the city of New Orleans. The British lost approximately 2,000 men while American losses were less than 100.

c. The BATTLE OF BELLEAU WOOD: Marines fought one of their greatest battles in history at Belleau Wood, France, during World War I. Marines helped to crush a German offensive at Belleau Wood that threatened Paris. In honor of the Marines who fought there, the French renamed the area "the Wood of the Brigade of Marines." German intelligence evaluated the Marines as "storm troops" -- the highest rating on the enemy fighting scale. In reference to the Marine's ferocious fighting ability, German troops called their new enemy "Teufelhunden" or "Devildogs," a nickname in which Marines share pride.

d. The BATTLE OF WAKE ISLAND: In 1941, following the air attack on Pearl Harbor, the Japanese struck Wake Island on 8 December. Despite being heavily outnumbered, the Marines mounted a courageous defense before finally falling on 23 December. This small force of Marines caused an extraordinary number of Japanese casualties and damage to the invading force.

e. The BATTLE OF GUADALCANAL: On 7 August 1942, the 1st Marine Division landed on the beaches of Guadalcanal in the Solomon Islands and launched the first United States land offensive of World War II. This battle marked the first combat test of the new amphibious doctrine, and also provided a crucial turning point of the war in the Pacific by providing a base to launch further invasions of Japanese-held islands. Amphibious landings followed on the remaining Solomon Islands including New Georgia, Choiseul (Feint), and Bougainville.

f. The BATTLE OF TARAWA: The Gilbert Islands were the first in the line of advance for the offensive in the Central Pacific. The prime objective was the Tarawa Atoll and Betio Island which had been fortified to the point that the Japanese commander proclaimed that it would take a million Americans 100 years to conquer it. On 20 November 1943, Marines landed and secured the island within 76 hours, but paid a heavy price in doing so. Because of an extended reef, landing craft could not cross it, and Marines were offloaded hundreds of yards from the beaches. This led to heavy losses from enemy fire. Additionally, many Marines drowned while attempting to wade ashore.

g. The BATTLE OF THE MARIANA ISLANDS: Due to the need for airfields by the Air Force and advanced bases for the Navy, the Marianas were invaded. This was accomplished by landings on the islands of Saipan, Guam, and Tinian. During June and July of 1943, Lieutenant General Holland M. Smith led a combined invasion force of Marines and soldiers that totaled over 136,000.

This was the greatest number of troops, up to that time, to operate in the field under Marine command.

h. The BATTLE OF IWO JIMA: On 19 February 1945, Marines landed on Iwo Jima in what was the largest all-Marine battle in history. It was also the bloodiest in Marine Corps history. The Marine Corps suffered over 23,300 casualties. The capture of Iwo Jima greatly increased the air support and bombing operations against the Japanese home islands. Of the savage battle, Admiral Chester W. Nimitz said, "Among the Americans who served on Iwo Island, uncommon valor was a common virtue."

i. The BATTLE OF OKINAWA: In April of 1945, Marines and soldiers landed and secured the island of Okinawa. This marked the last large action of World War II. Due to the death of the Army commander, Major General Roy S. Geiger assumed command of the 10th Army and became the only Marine officer ever to have commanded a field Army.

j. The BATTLE OF THE CHOSIN RESERVOIR: After pushing far into North Korea during November of 1950, Marines were cut off after the Chinese Communist Forces entered the war. Despite facing a 10-division force sent to annihilate them, Marines smashed seven enemy divisions in their march from the Chosin Reservoir. The major significance of this retrograde movement was that Marines brought out all operable equipment, properly evacuated their wounded and dead, and maintained tactical integrity.

k. The SECOND BATTLE OF KHE SANH: In January of 1968, Marines defended the firebase at Khe Sanh from an attack force of two North Vietnamese Army (NVA) divisions. Despite heavy bombardment, the Marines held out for over two and a half months before finally forcing the enemy forces to withdraw.

l. The BATTLE OF HUE CITY: During the Vietnamese holiday of Tet in January of 1968, Communist forces launched a surprise offensive by infiltrating large numbers of their troops into the major population centers of Hue City, South Vietnam. A near division-size unit of NVA troops occupied the city of Hue and the Citadel. Marines fought in built-up areas for the first time since the Korean War foregoing the application of heavy arms to minimize civilian casualties. Fighting was house-to-house with progress measured in yards. The city was secured on 25 February 1968.

RESOURCES:

Marine Corps Museum Historical Pamphlets
Marine Corps Manual

UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

USMC COUNSELING PROGRAM

1. Introduction. This program was designed for you, the leader, to develop skills in communicating with your Marines. It also addresses existing requirements regulating the frequency and conduct of interpersonal communications. You as a leader are responsible for correcting and commending Marines who work under you. To perform this task effectively you will have to use communication skills.

2. Overview. There are two purposes for this lesson. First, it will educate leaders on how to conduct a counseling session in accordance with the Marine Corps order on counseling. Second, it provides a basis to instruct your subordinate leaders as part of developing your unit counseling program. We'll accomplish those goals by taking a look at the different types of counseling, the frequency that counseling should occur, the parts of a formal counseling session, and counseling techniques.

3. References

MCO P1610.12, Marine Corps Counseling Program
NAVMC 2795, User's Guide to Counseling

4. Discussion. Before 1984, the principle tool for counseling was the fitness report. The report can be a useful tool, but it focuses on past performance: successes and failures of duties already accomplished. How can you improve future performance of your Marines?

a. The Marine Corps counseling program.

(1) The Marine Corps counseling program consists of two parts. The first is performance evaluation, contained in the fitness report or pro/con marks, and is based upon the documented past performance of the Marine. The second part and what we are going to focus on today is PERFORMANCE COUNSELING which focuses on the Marine's future. These two program parts are considered to be separate but complementary.

(2) Performance counseling should be a two-way communication between the junior and senior that is positive and forward looking with the ultimate purpose of developing the individual Marine. The aim is to strengthen an individual's performance, and by so doing make our unit more capable of going places and achieving objectives.

b. The counseling process. The counseling process is broken down into three types of counseling sessions: initial, follow-on, and event related. Initial and follow-on sessions are considered FORMAL counseling. Event-related sessions are defined as INFORMAL counseling.

(1) Let's start off by discussing the first type of counseling-formal counseling. The characteristics of a formal counseling session are that it is planned:

(a) The senior evaluates how the Marine has been doing.

(b) The senior develops future targets.

(c) The Marine is informed of the upcoming session and its content.

(d) The senior prepares an agenda ahead of time.

(2) How much time should you set aside for a formal counseling session? 1 hour? 2 hours? 30 minutes? The answer is to make sure you don't shortchange the Marine. You must allot sufficient time to focus on the junior's overall performance and SPECIFIC expected accomplishments over the next several weeks or months.

(3) The initial counseling session is the first time that the two of you have formally sat down and discussed the future of the junior Marine. This session should lay the ground work for the continuing professional relationship. This is when the senior explains his/her goals and expectations for the unit, and how they relate to the junior. They should also jointly arrive at targets for the junior to meet before the next session.

(4) Any other formal session that occurs after that initial session is considered to be a FOLLOW-ON session. Here the individual's progress is monitored, any problems are worked

on, and senior and junior plan future targets for the next period.

c. Frequency of counseling.

(1) An initial counseling session must occur according to the Marine Corps order within 30 days of the establishment of a new senior subordinate relationship. What do we mean by a new senior subordinate relationship? Does this mean that you have to conduct a formal initial counseling session with every Marine in your platoon within 30 days? NO.

(2) A platoon commander will normally only counsel his/her platoon sergeant, and squad leaders formally. He/she would then briefly speak to each of the corporals and below, but who will be counseling the corporals? That's right, the sergeants will, and who will be counseling the lance corporals and below? That's right, the corporals will. Thus, you must also be able to teach these techniques to your subordinate leaders.

(3) It is clear that lance corporals and below must receive a follow-on session every 30 days. These Marines have the most developing to do and need more frequent feedback. For corporals and above, once the initial counseling session is done, a follow-on counseling session must occur within 90 days. After that a follow-on session must be done at least every 6 months.

d. Five elements of a formal counseling session. Now let's look at the actual parts of a formal counseling session. These are the five elements.

- Preparation
- Opening
- Main Body
- Closing
- Follow-Up

(1) Let's look first at the PREPARATION phase. The preparation phase is where the seniors make their money. They should:

(a) Review the Marine's current performance in relation to the previous targets that were set.

(b) Give the junior advance notice of the time and content of the session.

(c) Select an appropriate location. Should you always use your office? That's convenient, but consider neutral ground, like a conference room where you are less apt to be interrupted.

(d) Make a plan, or AGENDA, in writing for the session. Use this as a guide to help you conduct the session.

(e) Decide what approach to take.

Directive (senior does the talking)

Non-directive (junior does the talking)

Collaborative (both do the talking)

(2) Once the preparation phase is done you are actually ready to conduct the session. Which takes us to the next element of a formal session, the OPENING. The Marine will formally report to you and you should set him at ease by making some small talk, or maybe offering him some coffee.

(3) Now you are ready for the MAIN BODY of the counseling session. This is when you review the Marine's progress against previous targets, and develop a plan and targets for the next period. Unless you are using a complete directive approach, ensure that you INVOLVE THE MARINE IN THE PROCESS. If he feels that he has input into his own future, he will be that much more inclined to excel.

(4) CLOSING. At this point you must ensure the Marine understands the targets and is committed to them. If you don't summarize what conclusions have been reached, you risk having the Marine leave without being on your "sheet of music."

(5) FOLLOW-UP. Two things occur during this last element of a formal session: documentation and follow-up. Documentation is not mandatory, but highly recommended. You can use the forms located in the Marine Corps guide for counseling, which contains one example for lance corporals and below and one form for corporals and above. Follow-up is simply that. If Sgt White said that he was committed to showing up with a fresh haircut on Mondays to improve his military appearance, then next Monday you should be specifically looking for that.

e. The informal counseling session. Now let's discuss informal sessions. Judgment and common sense determine when informal counseling is required.

(1) This counseling normally happens when the junior or senior sees a need for it, i.e. it is usually event driven. The event can be positive or negative, and the session should be kept short and reinforce a specific aspect of performance. "Sgt White, last week you told me you were committed to making an improvement in your appearance. It's Monday morning, and you look like a seabag with lips. Find some way to get your melon scraped in the next 30 minutes." Also remember that it can and should MORE OFTEN be on the positive side. "Sgt White, you're looking sharp today, that's exactly what you needed to do to improve that military presence."

(2) Now that we've covered the two types of counseling which are what? (formal and informal), and the three types of counseling sessions, which are? (initial, follow-on, and event related), let's talk about some counseling techniques. We will look at six techniques for effective counseling.

f. Counseling techniques.

(1) Setting targets. Let's look at the first: setting targets. Realistic and specific targets are set during formal sessions, and should be considered a motivational tool as well as a way to measure a Marine's progress.

(a) Targets must be measurable, realistic, challenging, and you MUST have them in order to effectively improve an individual's performance. They need to be SPECIFIC. Which is better? "Sgt White, you and I have determined that if you have a better military appearance it will add to your leadership abilities." or... "Sgt White, as part of our plan to improve your appearance, let's say that every Monday morning, you will have a fresh haircut, and a set of utilities straight from the cleaners. Do you think you can do that?"

(b) These targets should be limited in number to avoid over-burdening the Marine, and unless it is a directive session, they should be jointly set by the junior and senior. Only revise them if circumstances outside of the person's control change, not if the Marine cannot perform them.

(2) Problem solving. The next counseling technique is problem solving. This technique is used when something has occurred that is hindering the Marine's performance. The questions on the slide are from the counseling handbook, and although they look wordy, if you ask each of them according to the situation, they can help sort out the problem.

(a) Perhaps when you ask "If there is something about the junior that is preventing performance?", you might find out that he does not have the required mental or physical ability. When you ask the question, "Is there something outside his control that is hindering him?", you will find out that he does not know that his performance is not meeting expectations. Does he have the necessary knowledge? Or is he missing certain necessary skills? Perhaps the Marine has an attitude that prevents him from progressing.

(b) Whatever the problem turns out to be, we must always be willing to consider that it might be something outside the junior's control. More often than not, it is something that we have not done correctly. Confusion caused by poor targets, lack of feedback on his performance, and lack of positive reinforcement are common problems. Others can be conflicting demands on the junior's time, insufficient resources, and lack of delegated authority to achieve desired results.

(c) Once the problem is identified, we need to start looking at solutions. You must look at these factors and decide if the solution you have picked is the best one. Above all, it should be realistic and as simple as possible.

(3) Questioning. The next counseling technique is questioning. Questioning is valuable as a tool to bring problems, viewpoints, and attitudes to the surface, and to stimulate thinking. There are four types of questioning which are closely related to the type of counseling approach you decide to use.

(a) The closed ended question. Commonly used when you want a yes or no answer. What counseling approach would best be supported by this type of counseling? Yes, the direct approach.

(b) The open ended question. This prompts the individual to give an explanation and forces them to open up more in order to share their thoughts. What counseling approach would be best served by this kind of question? That's right, the non-directive approach.

(c) The probing question. This kind of question is meant to take the conversation further and force the junior to think. "What now, lieutenant" is a common one asked at TBS.

(d) The interpretive question. This question is one where you draw a conclusion and solicit the other's agreement or disagreement. This is a good way to wrap up a series of questions and to draw conclusions.

(4) Active listening. The next counseling technique is active listening. When you manage to get your Marines to open up to you, you must be able to listen to what they are saying and interpret it. There are two barriers that can prevent you from doing this; lack of concentration, and filters.

(a) Lack of concentration is simply that. We listen four times faster than we speak, and often we use that extra time to think about something else, like what we're going to say next. It is essential that you give 100% of your attention to the Marine. All the more important that you have scheduled the session in a place and time where you will not be interrupted.

(b) Filters occur when, because of a bias, we refuse to listen to a person. A Marine ignores directions because he does not like the appearance of the person giving directions. What would be some other examples of filters? If you think someone is unintelligent, out of shape, speaks differently or is from a different background.

(c) Some techniques for effective listening:

[1] Listen for generalizations or threads of meaning that can be deduced from the facts.

[2] Listen for facts (Pvt Jones was 30 minutes late) and distinguish them from opinions (Pvt Jones doesn't care about doing a good job).

[3] Listen for changes in tone of voice, rate of speech, and volume. This may indicate that the junior is unsure about something or may not want to come forth with some information. Watch for non-verbal cues (avoiding eye contact, slumping, clenched fists). Remember, active listening is not only hearing what is said, but it is also interpreting the meaning of what is said.

(5) Feedback. The next counseling technique is giving feedback. Feedback is basically letting someone know how they are doing. Unless it is a directive session, you should use more positive than negative reinforcement. Focus on specific actions and events and not personal issues. Relate the feedback to the set targets and the unit's targets. If the person is silent, use probing questions to get responses. Allow the junior to vent emotions, but avoid arguments. Feedback is most effective if:

(a) It deals with things that can be changed.

(b) It is timely (If Sgt White doesn't have his hair cut on Monday, it is ineffective feedback if you don't speak to him until Wednesday).

(c) It should be geared toward the individual's needs, not yours. Simply venting your anger accomplishes nothing. You are not prepared to hear the junior's responses.

(6) Planning for improvement. The last counseling technique is planning for improvement. The important things to remember here is that the plan is JOINTLY developed, and should have specific steps and a timetable. The plan then becomes part of the on-going counseling process to track progress and problems.

5. Summary. Counseling your Marines. Setting aside specific periods of time to discuss their future, and teaching your NCO's how to counsel their Marines is one of the best tools that a leader can use to develop trust and understanding in the unit. In order to do that, you must understand the material that we've covered today--the different types of counseling, the frequency with which counseling should occur, the parts of a formal counseling session, and counseling techniques. YOU are the one who will either do it or ignore it. If there is one reason that many of us do not do it well, it is because we do not practice

it, and we think we are so busy that we do not schedule the time for it.

UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

PROFESSION OF ARMS

1. Introduction. Is the Marine Corps considered to be a profession? Are all Marines professionals? What unique demands are placed on Marines by our society? These are a few of the questions which will be discussed during this seminar on professionalism.

2. Overview. Military service is a difficult profession and it makes unique demands on each individual. Unless the Corps' leaders recognize and dedicate themselves to meeting those demands in a professional manner, the Corps will not stand ready to assist with the important role of the military in keeping the nation secure.

3. References. The following provide additional information on the Profession of Arms:

FMFM 1-0, Leading Marines
FM 22-100, Military Leadership
NAVMC 2563, The Armed Forces Officer
The Soldier and the State, by Samuel P. Huntington
The Professional Soldier, by Morris Janowitz
Those Who Can Teach, by Ryan and Cooper

4. Notes to The Discussion Leader

a. In preparing to lead this seminar on professionalism, the discussion leader should familiarize himself with some of the literature and manuals available dealing with the profession of arms and the term professionalism. NAVMC 2563, The Armed Forces Officer, Chapters 1-3, and FM 22100, Military Leadership Chapter 3, will provide some additional insights into the meaning of professionalism within the military services. Additionally, Samuel P. Huntington deals with the issue in his book The Soldier and the State, as does Morris Janowitz in his book The Professional Soldier.

b. This discussion guide is just that, a guide, and is not meant to be the "end-all" of leadership instruction on the subject, but it does provide the basic points for discussion. only you, the leader, know what your unit needs most, and therefore, you must evaluate what needs to be emphasized, modified, or expanded.

c. When leading this discussion, remember that the effectiveness of the group learning experience is primarily dependent upon your preparation and your ability to fulfill your duties as the discussion leader.

5. Discussion. As professional military leaders we have obligations and responsibilities to our Corps, to our Country, and to ourselves. Unless we understand the full extent of those responsibilities, and appreciate the unique nature of our profession, we cannot dedicate ourselves to meeting those obligations. Today we will discuss professionalism within the Marine Corps. In so doing, we hope to increase our Marines' awareness of the uniqueness of their role as military professionals, and remind them of the responsibilities associated with that role. The agenda for today's discussion is:

- a. Discuss the characteristics of a profession.
- b. Define the term military professional.
- c. Discuss the need for professionalism in the Corps.
- d. Identify some responsibilities of being a member of the profession of arms.
- e. Discuss the development of a professional attitude.
- f. Identify some professional problems facing our Corps.

6. Appendix

Appendix A. Discussion Leader's Guide

Appendix B. An Old Soldier to the New Ones: Duty, Honor, and Country

APPENDIX A

Profession of Arms

1. Discuss the characteristics of a profession.

Note: Your goal for this portion of the discussion is to point out that the Armed Forces, and the Marine Corps in particular, is not just a job but a profession. A profession which is held in esteem by their society and considered a "calling" by many.

a. WHAT IS A PROFESSION?

(1) Webster's New Collegiate Dictionary defines the word profession as follows:

"Profession. 1: the act of taking the vows of a religious community 2: an act of openly declaring or publicly claiming a belief, faith or opinion 3: an avowed religious faith 4: a calling requiring specialized knowledge and often long and intensive academic preparation b: a principal calling, vocation, or employment c: the whole body of persons engaged in a calling."

(2) These definitions are fine, but deal with the subject in a very general way. Several authors have attempted to point out specific factors that help define a profession. Ryan and Cooper in their book Those Who Can Teach, have established a specific list of such factors. We have listed them below for your information. The seminar should discuss each of the eight characteristics, and how they relate to the Marine Corps.

(a) A profession renders a unique social service.

The most obvious social service rendered by the Corps is the defense of the nation. However, there are others such as providing technical skills used by our society and providing young men and women with experience in leading others.

(b) A profession relies upon intellectual skills.

Intellectual skills utilized by the Armed Forces include leadership, motivation, ethics, law, mechanics, all forms of engineering, etc.

(c) Becoming a professional involves long periods of specialized training and experience. Recruit training, TBS, formal schools, career schools, civilian education programs and intense periods of OJT and experience are all utilized by the Armed Forces.

(d) A profession has considerable autonomy and decision making authority. Although Congress and our civilian leaders provide a great deal of guidance to our Armed Forces, each service still retains a large degree of autonomy in the manner in which it trains and in establishing its own internal regulations and standards.

(e) Members of a profession are held personally responsible for their actions and decisions. This is true for all Marines but especially so for leaders in the Marine Corps. We accept responsibility for our troops and for our units, and we are held accountable for our actions. Society expects us to do what is right and correct in all situations.

(f) Service is emphasized over financial rewards. No one should associate themselves with the Marine Corps in anticipation of personal reward. People who are seeking self-aggrandizement in our profession stand out like sore thumbs, and their actions tend to splinter our goals and detract from esprit de corps. Being a Marine often requires personal and family sacrifices not expected of the average citizen or of other professionals.

(g) A profession is self-governing and responsible for policing its own ranks. In the Marine Corps we have both general and specific means of governing ourselves. The UCMJ, the Code of Conduct, and Title 10 of the U.S. Code apply to all of the Armed Forces, yet each branch of service administers unto itself and establishes its own standards and regulations to meet its peculiar needs.

(h) Professions have their own code of ethics which establishes acceptable standards of conduct for its members. In general the Armed Forces have the UCMJ, the Code of Conduct, and Title 10 of the U.S. Code as well as other governmental decrees which help to establish our code of ethics. Each service amplifies those documents in written and unwritten form to establish its own particular code of ethics. In the Marine Corps we achieve this through Marine Corps regulations and to a great extent through customs, courtesies, and traditions upon which our Corps was established and continues to grow.

b. ARE THERE OTHER CRITERIA WHICH ESTABLISH THE MARINE CORPS AS A PROFESSION?

(1) Yes. In the history of our civilization the military has held a position of respect. Along with medicine, law, and the priesthood, it has been recognized since at least the eighth century in Western civilization, and since 2500 BC. in Asia, as a special calling.

(2) Define the term military professional.

(a) WHAT IS A MILITARY PROFESSIONAL?

(b) FM 22100, Military Leadership (1973 Rev), states:

"A military professional is a person who has undergone special preparation and training. A professional possesses the knowledge on which professional actions are based and the ability to apply this knowledge in a practical way. The profession is a means of earning a living, but wages do not become the primary purpose of their work."

c. WHAT DO YOU HAVE TO DO/BE TO BE CALLED A PROFESSIONAL MARINE?

(Have the group identify and list characteristics of a professional Marine. The list should include those listed below.)

(1) To be a professional a Marine must be:

(a) Competent. To be competent Marines must study and work to become expert in their field while continually striving to improve their knowledge and expertise in all military related skills appropriate for their rank and assignment.

(b) Responsible. To be responsible Marines must first make sure that they know what is expected of them, and then they must work to fulfill those expectations. These expectations come from their immediate supervisor, but also are associated with holding a particular rank within the Corps.

(c) Dedicated. To be dedicated Marines must be willing to make personal sacrifice. They must put themselves and

their personal needs secondary to the needs of the Corps. As pointed out in Annex A, Duty, Honor, and Country are the guideposts for a military professional and without dedication a Marine will not put these ahead of personal desires.

d. SINCE WE HAVE ESTABLISHED THE MARINE CORPS AS A PROFESSION DOES THAT MEAN THAT EVERY MARINE IS A PROFESSIONAL?

(1) Some authors insist that only officers and SNCOs are professionals. This type of thinking is contrary to the Marine Corps philosophy of leadership. Every Marine can be a professional to the extent that he/she practices the previously listed characteristics of a professional. However, it must be pointed out that like all the other professions, the Marine Corps possesses some members who are not as professional as others and their lack of professionalism adversely impacts the Corps.

(2) These individuals put their personal needs ahead of the Corps. They shirk responsibility while continually placing blame elsewhere. They usually lack ambition and are indifferent toward improving their knowledge and skill level.

e. WHAT CAN YOU, THE INDIVIDUAL MARINE, DO TO IMPROVE PROFESSIONALISM IN THE CORPS?

(1) Do your job 24 hours a day to include but not be limited to the following:

(a) Execute all orders immediately, to the best of your ability, working thoroughly and conscientiously.

(b) Maintain a positive attitude in your approach to all tasks, requirements, desires, disappointments, etc.

(c) Adhere to basic principles of leadership as appropriate to your rank and job assignment.

(d) Carry out the 6 troop leading steps as appropriate to your rank and job assignment with particular emphasis on the supervisory aspects; pay attention to detail.

(e) Strive for excellence in all that you endeavor or in that which is demanded of you.

(f) Set a definite goal for yourself NOW and continuously and persistently work toward that goal. Waiting until you are in the promotion zone or a civilian is too late to start. Develop a strong desire to obtain what you want from life and take the initiative (don't procrastinate) to attain it. "A quitter never wins and a winner never quits."

(g) Maintain yourself in the best physical condition and realize the importance of physical conditioning to a successful life.

(h) Don't be satisfied or complacent with that which you have but strive continuously to improve yourself in all areas (i.e., education, habits, spiritual, mental and physical well-being).

(i) Maintain an immaculate and well groomed appearance at all times and realize the importance and the psychological effects a favorable impression has on others, your job, your unit, etc.

(j) Realize the tremendous importance of the quality of loyalty, and be loyal to yourself, your unit, your Corps, and your Country, always rendering faithful and willing service under any and all circumstances.

(k) Realize that "no one is an island" and that it is extremely important to cooperate with and live and work in harmony with others. That which one does or fails to do today has a tremendous effect on others and on his/her own personal long range goals.

(l) Follow the Golden Rule: "Do unto others as you would have them do unto you."

(m) Resist the temptation to "keep up with the Jones'" and don't get into debt by exceeding your income. Live within your means and program for the future. Be aware of the pitfalls of buying on credit, and establish a savings program.

(n) Develop a sense of humor. Quite often this is the saving grace between complete despair and triumph. "Smile and the world smiles with you, cry and you cry alone."

(o) Develop self control. The man who cannot control himself cannot expect to control others. Self-discipline is a must.

(p) Develop self-confidence. If you are not confident that you can do a task, no one else will be. Sell yourself.

_____ (q) Analyze yourself to the point that you know yourself, your traits, strong points and weak points, and work continually to strengthen or eliminate the weak points. Know that the physical, mental and spiritual aspects should complement each other for best performance and success in life.

2. Discuss the need for professionalism in the Marine Corps

a. WHY IS PROFESSIONALISM IMPORTANT IN THE CORPS?

(1) Answers should include:

(a) Marines are public servants and are responsible for the defense of the nation. They perform a necessary service which the civilian public needs, and when that service is required the public expects and deserves nothing less than a professionally trained and motivated force.

(b) A leader is responsible for the lives of his Marines. In combat a leader may have to take risks which endanger their lives in order to accomplish a mission. If a leader is careless, and has not conditioned himself and trained his followers to act professionally, a unit may suffer needless casualties.

4. Identify some responsibilities of being a member of the profession of arms.

Read or display the following quote.

"What you have chosen to do for your country by devoting your life to the service of your country is the greatest contribution that any man could make."

John F. Kennedy
35th President of the United States
6 June 1961

Note: This quote is indicative of the esteem which many civilians hold for members of the military. However, with that esteem come certain expectations.

a. AS MILITARY PROFESSIONALS WHAT UNIQUE DEMANDS ARE PLACED ON US BY OUR SOCIETY?

(1) Because of the type of work and its responsibilities, there is a great need for the development and maintenance of high standards of conduct among the members of our profession. A Marine just as other members of the Armed Services must follow a unique value system which sets him apart from the rest of society. This value system is based upon obedience, courage, discipline, selflessness, and honor; the principle ingredients of the military ethic.

5. Discuss the development of a professional attitude.

a. WHAT LEADERSHIP QUALITIES SHOULD MARINE LEADERS DEVELOP IN ORDER TO ENHANCE THEIR PROFESSIONALISM?

(1) Have the group list the qualities on a flip chart, chalkboard, or other aid so all can see the list. The list should include:

(a) Technical Competence. You must know your job and do it well in order to lead others.

(b) Values. To develop professional values and attitudes, you simply resolve to let nothing be more important to you than the welfare of your Marines, the accomplishment of your mission, and your personal integrity. (Values are covered in more detail in "Instilling and Developing Values.")

(c) Ethical conduct Your values include what you want, but your ethics are more involved with the way you get what you want. In getting what you want a leader must be concerned with proper conduct and the distinction between right and wrong. Nothing must sway him/her from choosing a course of action which is right, i.e., conforming to ethical and moral standards. (Ethics are covered in "Ethical Leadership.")

b. WHAT STEPS SHOULD A LEADER TAKE TO FOSTER PROFESSIONALISM IN SUBORDINATES?

(1) Again, use an aid to display the listing. The list should include:

(a) Being a professional Marine. Setting the example.

(b) Letting subordinates know what it means to be a professional. Defining professionalism in specific terms.

(c) Stressing the uniqueness of the profession and explaining the responsibilities associated with being a Marine.

(d) Wearing the uniform with pride and insisting on the same from subordinates.

(e) Cultivating in each Marine's heart a deep, abiding love of Corps and Country by historical, educational, and patriotic address.

6. Identify some professional problems facing our Corps.

Note: The discussion leader should point out that the Corps faces two problems which are hurting the professional image the Marine Corps has developed in over 220 years of service to this country. These problems are: Careerism and a perception among Marines that they work at an ordinary job with ordinary responsibilities (occupationalism).

a. WHAT ARE SOME INDICATORS OF THESE PROBLEMS?

(1) Careerism

(a) Marines seeking advancement for its own sake and seeing it exclusively as a goal rather than an opportunity to do something of greater value for their nation and the Marine Corps. These individuals accept promotion just for the additional recognition and compensation while trying to avoid increased responsibility.

(b) Marines more concerned with "ticket punching" and less concerned with the contributions they make for the Marine Corps. These individuals avoid certain billets because they are not "career enhancing." They attempt to get a highly responsible billet for a minimal amount of time. During this time they are

looking for recognition, but do not want to make waves. They want in and out, taking all but contributing little.

(c) Marines who accept credit for successes, but are quick to blame others when things go wrong. When things are going well these individuals are at the front of the line for recognition. However, if something goes wrong, they are the first to point fingers.

(2) Occupation rather than profession.

(a) Money becomes more of a motivation than the nature of the profession and its associated responsibilities. This individual is more concerned with enhancing his take home pay and if a higher paying opportunity presents itself outside the Corps he will take it.

(b) A feeling among some officers and enlisted personnel that what they do in their off duty hours is of no concern to the Marine Corps. This is what we call the "0800-1600 syndrome" and is demonstrated by an individual's insistence on "my time" versus the Corps' time. He is less concerned with getting the job accomplished and more interested in quitting time. This individual lacks a sense of responsibility and deep commitment to the Corps.

(c) A tendency in many specialist fields to play down and in some cases ignore the responsibility to develop a wider military expertise. Also, identifying more strongly with their "specialty" than with their unit or with the Corps. This individual takes a very narrow view of his/her duties within the Corps. Outside his specialty, he/she does just the minimum required to stay out of trouble and refuses to develop his overall abilities.

b. REALIZING BOTH PROBLEMS ARE HARMFUL TO UNIT READINESS AND THE INDIVIDUAL'S ABILITY TO PERFORM IN COMBAT, WHAT CAN A LEADER DO TO ATTACK BOTH ISSUES?

(1) Leaders must render objective evaluations on subordinates and counsel them accordingly.

(2) Leaders must set the example for subordinates and live a life according to the military ethic. Keep in mind the principal ingredients of the military ethic are obedience,

courage, discipline, selflessness and honor. These are not only desired traits; they are essential characteristics of a professional fighting force.

(3) Leaders must continually emphasize the important and essential function we perform as Marines keeping the nation secure.

(4) Leaders must set and enforce standards which will not tolerate the actions of careerists and those who view the Corps as something less than a profession.

8. Summary

a. Summarize the main points of the discussion.

b. Sir John Hackett in his book, The Profession of Arms, points out that military professionals are expected to "get out there and get killed if that's what it takes." Although somewhat simply stated, this quote does point out the extent of the dedication necessary to be called a military professional.

c. Professionalism must be the heart of every Marine leader. The leader must not only conduct himself/herself in a professional manner, but must also develop a spirit of professionalism in all Marines.

d. Remember, on becoming a Marine you have entered upon one of the oldest and most honorable professions. However, with this prestige comes the responsibility of conducting yourself in a manner consistent with the thousands of proud, dedicated, courageous Marines who have served our Corps well and made tremendous sacrifices for our country.

UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

FOUNDATIONS OF LEADERSHIP

1. Introduction. What do things such as leadership traits and principles; authority, responsibility and accountability; morale, "esprit de corps," discipline and motivation mean to us as Marines, or more specifically, as leaders of Marines? It is important that we understand not only the definitions, but also how these various elements fit together so that they may be effectively utilized by leaders of Marines at all levels. During this section, we will review these concepts and their relationships, and focus on how they may be employed.

2. Overview. The purpose of this period of instruction is to ensure each Marine understands the foundations of Marine Corps leadership.

3. References

FMFM 1-0, LEADING MARINES
FM 22-100, MILITARY LEADERSHIP
THE MARINE OFFICERS GUIDE
THE GUIDEBOOK FOR MARINE NCOS

4. Discussion Leader Notes

a. This session seeks to provide the student with a comprehensive understanding of the foundations of Marine Corps leadership. Developing this foundation is essential for further development of effective leadership skills. This methodology is considered appropriate for groups having a level of experience that facilitates an exchange of ideas and stimulates discussion to improve leadership within the unit. Training for Marines lacking such experience may be more appropriate using another methodology, such as lectures.

b. This discussion guide is just that, a guide. It is not meant to be the definitive manual on leadership instruction. Instead, it provides the basic points for discussion. Only you, the leader, know what your unit needs most; therefore, you must evaluate what needs to be emphasized, modified or expanded.

c. Appendices A, B and C are for use by the discussion leader only. Appendices A and B may be reproduced and distributed after the discussion. Appendix C should not be disseminated.

d. Appendix D should be distributed to every Marine in the unit.

5. Discussion

a. Traits and principles. The traits and principles of leadership are the basic fundamentals that Marines use to develop their own leadership abilities and that of their subordinates. Discuss these key factors in detail to ensure that all Marines fully understand what they mean.

(Note: The discussion leader should display first the traits, then principles slide, utilizing appendices A and B to conduct the discussion as follows. For each trait, ask the group for a definition of the trait, discuss the significance of the trait, and identify examples of the trait demonstrated in action. For each principle, follow the same general procedure: define, discuss and elicit examples of how an effective leader might apply each.)

(1) Leadership traits

- (a) Bearing
- (b) Courage (both physical and moral)
- (c) Decisiveness
- (d) Dependability
- (e) Endurance
- (f) Enthusiasm
- (g) Initiative
- (h) Integrity
- (i) Judgment
- (j) Justice
- (k) Knowledge
- (l) Loyalty
- (m) Tact
- (n) Unselfishness

(2) Leadership principles

- (a) Know yourself and seek self-improvement.

- (b) Be technically and tactically proficient.
- (c) Develop a sense of responsibility among your subordinates.
- (d) Make sound and timely decisions.
- (e) Set the example.
- (f) Know your Marines and look out for their welfare.
- (g) Keep your Marines informed.
- (h) Seek responsibility and take responsibility for your actions.
- (i) Ensure tasks are understood, supervised and accomplished.
- (j) Train your Marines as a team.
- (k) Employ your command in accordance with its capabilities.

(3) The results of failure to apply these fundamentals are obvious. For example, a leader's lack of knowledge or judgment, or failure to look after his/her Marines' welfare or to make sound and timely decisions could result in the unnecessary loss of Marines' lives. Our profession is deadly serious when it comes to the requirements for effective leadership by all Marines.

(4) It is important to realize that knowledge of these basic tenets of leadership is not enough; the leader of Marines must instinctively apply them personally, as well as earnestly develop them in his/her subordinates.

(Note: Appendix C contains leadership exercise problems. The discussion leader should select a few problems that are appropriate for the group. Read or relate the situation and discuss a proper solution. If a solution is proposed that is not consistent with the traits and principles, discuss the impact of that solution on the unit.)

b. Applications of authority, responsibility and accountability.

(1) Authority is the legitimate power of a leader to direct subordinates to take action within the scope of the leader's position. By extension, this power, or a part thereof, is delegated and used in the name of a commander. All leaders regardless of rank are responsible to exercise their authority to accomplish the mission. Equally important, however, is the idea that when a Marine of any rank is given responsibility for a

mission, the Marine must also be given the degree of authority necessary to carry it out.

(2) Responsibility is the obligation to act or to do; that which one must answer for, either to seniors or juniors. It may include, but is not limited to, assigned tasks, equipment, personnel, money, morale and leadership. Responsibility is an integral part of a leader's authority. At all levels of command, the leader is responsible for what the leader's Marines do or fail to do, as well as for the physical assets under his/her control. Ultimately, all Marines are morally and legally responsible for their individual actions. The Marine Corps Manual states that individual responsibilities of leadership are not dependent on authority, and all Marines are expected to exert proper influence upon their comrades by setting examples of obedience, courage, zeal, sobriety, neatness and attention to duty.

(3) Accountability is the reckoning, wherein the leader answers for his/her actions and accepts the consequences, good or bad. Accountability is the very cornerstone of leadership. If individuals in leadership positions--whether fire team leader or battalion commander--were not accountable, the structure on which the Corps is founded would be weakened and eventually disintegrate. Accountability establishes reasons, motives and importance for actions in the eyes of seniors and subordinates alike. Accountability is the final act in the establishment of one's credibility. Plainly speaking, the accountable leader is saying, "The buck stops here!" It is important to remember that accountability results in rewards for good performance, as well as punishment for poor performance.

(4) How are authority, responsibility and accountability developed in subordinates? Solicit and discuss ideas from the group initially, then cover the following:

(a) Be patient with subordinates; tolerate honest mistakes so that initiative may be developed and valuable lessons learned.

(b) Provide clear, well thought out directions to subordinates, that convey intentions and provide freedom of action (mission-type orders).

(c) Do not micro-manage.

(d) Let your subordinates know you are willing to help, but are not willing to do their jobs for them.

(e) Hold Marines accountable for their actions at all times.

(f) Develop loyalty by establishing and nurturing a climate of trust and confidence.

(g) Reward/recognize good work and effort in such a way as to motivate others.

(h) Always view success in terms of unit accomplishment; encourage teamwork and identity with fire team, squad, platoon, etc.

(i) Maintain the integrity of your subordinate units when assigning tasks/missions or establishing goals.

(j) Anticipate the needs of your Marines and ensure they have confidence in your ability to take care of them.

(5) Situational examples

(a) What is the relationship of authority and responsibility to a SNCO with regard to maintaining discipline?

As one of the subordinate leaders within a unit, the SNCO shares responsibility with all other leaders for maintaining proper standards of discipline. In fact, all NCOs, SNCOs and officers share in this responsibility to maintain the proper standards of discipline within not only their individual units, but our Corps as a whole.

(b) What is the result when this responsibility is ignored?

Sloppy standards of discipline will quickly result in equally sloppy performance of duty, which may then result in dangerous situations, needless injury, even loss of life. The confidence of all Marines is based upon trust in quality performance by their fellow Marines; this is assured by our standards of self-discipline. One very basic responsibility of all NCOs, SNCOs and officers is to ensure that these standards of

discipline are always maintained. All leaders have authority to maintain proper standards of discipline among their subordinate Marines by virtue of their rank and position within a unit. If a unit exhibits sloppy discipline, its NCOs, SNCOs and officers should be held accountable until proper standards have been attained.

(c) What should an NCO do if he/she encounters a PFC in need of a haircut and shave at the PX? Does he/she have a responsibility to do anything?

If the Marine encountered is in the section or squad of the NCO, then the NCO has the responsibility and authority to directly correct the discrepancy through positive leadership actions or in extreme instances, by recommending appropriate disciplinary action.

(d) What if the Marine needing a haircut and shave is from another unit or is senior to the NCO?

[1] An NCO is expected to act decisively to maintain the standards of discipline. In this instance, there may be an opportunity for utilization of tact and judgment appropriate to the situation, enabling the NCO to bring the matter to the attention of the individual without references to higher authority. If all NCOs, SNCOs and officers recognize their responsibility to maintain our high standards of discipline, such instances would be exceedingly rare, as they should be now.

[2] We all have a responsibility to enforce standards. Every level within our rank structure shares in this responsibility to effect direct control over those things within their area of influence. Key to this is the influence received from junior leaders who are fulfilling their areas of responsibility. It is a characteristic of our Corps to look to our leaders for leadership by example. You are held accountable for this responsibility after the fact. Accountability is the reckoning through which the NCO answers for his actions and accepts the consequences, good or bad. If you tolerate sloppy discipline within your unit, your unit's performance will be equally sloppy. Performance is what counts!

(e) What responsibility do individual Marines have?

The individual Marine must obey orders, become proficient at his/her job, and set a good example for his/her fellow Marines. Note that all the traits and principles apply equally to the individual Marine. Any Marine may suddenly find himself/herself the senior Marine present and thereby be responsible for others, with authority and accountability.

(f) Who holds the individual Marine accountable?

The Marine's immediate senior holds him accountable.

(g) What is the responsibility of the individual Marine to his/her fellow Marines? Is setting a proper example as far as it goes?

We are a "Brotherhood of Marines." It is expected that we will look out for one another. If one Marine sees another Marine get into some difficult circumstances, he/she should instinctively act to help. As Marines, we encourage one another to do our best; we share ammunition, food and water whenever these become scarce; we fight for one another and, if necessary die for one another in combat.

(h) What are some examples of this sort of individual responsibility in action during peacetime?

(NOTE: The group responses may be varied. If necessary to start them off with a few examples, utilize the following. However, it is important to stimulate the group to recognize how they may exhibit proper standards of responsibility for one another.)

[1] EXAMPLE #1: You are on liberty downtown and see a Marine from your unit who appears intoxicated, obviously beyond being able to care for himself. What should you do?

You see him/her, it is your responsibility to keep him/her from harm's way and get him/her safely back to your unit. Also, it is your responsibility to see to it that such behavior does not happen again by bringing the situation to the attention of the leader who has both authority and accountability for the Marine. Such behavior not only embarrasses the Corps, but may indicate a more serious problem for the individual.

[2] EXAMPLE #2: The Marine in the situation above is from another unit. What should you do?

If you see a fellow Marine in trouble, he is your responsibility, regardless of his unit.

[3] EXAMPLE #3: You are preparing for an inspection that will result in liberty for those whose gear is in the best shape. Your squad looks good and is well prepared, while the other squads in the platoon have some obvious flaws in their displays. What should you do?

You act instinctively to help bring their display in line with yours and point out how they may improve before the inspection occurs. Is it the easy thing to do? No, but it is the right thing to do.

(i) Is it disloyal to disagree with leaders, or do we have a responsibility to do so?

It is not disloyal to disagree or express one's opinion at the proper time and place, provided that we remember our duty to follow orders without question. The leader requires all the input he/she can get to help make a well-informed decision. The "we," not the "they," are the Marine Corps. We must get involved to improve things.

(j) How does accountability affect the individual Marine?

[1] The leader assumes responsibility and is held accountable. He/she looks to juniors to likewise be responsible and holds them accountable. For example, the individual Marine is responsible for cleaning his/her weapon, and the fire team leader is responsible for ensuring that the fire team's weapons are cleaned. The individual Marine is accountable to the fire team leader for properly cleaning his/her own weapon. The fire team leader is accountable to the squad leader for the cleanliness of the fire team's weapons.

[2] In a previous example, we described an incident involving an intoxicated Marine on liberty. That Marine is accountable for his/her behavior on liberty to his unit leader. This reckoning may result in loss of liberty privileges, extra duty or disciplinary action.

c. Discuss how to instill, apply and develop the foundational principles in order to create a climate of high morale, "esprit de corps," discipline, proficiency and motivation.

(1) Morale

(a) Morale is the individual's state of mind. It depends upon his/her attitude toward everything that affects him/her. High morale gives the Marine a feeling of confidence and well-being that enables him/her to face hardship with courage, endurance and determination. The leader can measure morale within his/her unit through close observation of their Marines in their daily activities, frequent inspections and routine conversations or counseling.

(b) Some indicators (indicators can be either positive or negative) of morale follow:

- Personal appearance and hygiene.
- Personal conduct.
- Standards of military courtesy.
- Use of recreational facilities.
- Interpersonal relations.
- Condition of mess and quarters.
- Care of equipment.
- Response to orders and directives.
- Motivation during training.
- Arrests, military or civilian.
- Requests for transfers.
- Sick call rate.
- Re-enlistment rates.
- Unauthorized absences.
- Use and abuse of drugs and alcohol.

(c) How can a leader improve morale? Some actions which a leader can take to improve morale within the unit follow:

(1) Know your Marines, their motivations and aspirations, and look out for their welfare. Be enthusiastic and "gung-ho." Teach the profession of arms and demand perfection. Get your Marines into top physical condition. Keep your Marines informed. Develop a competitive spirit in all activities. Teach a belief in the mission. Foster the feeling that each Marine is

essential to the unit. Instill in your Marines confidence in themselves, their leaders, their training and their equipment. Develop a sense of responsibility among your Marines. Carefully consider job assignments in order to best match your Marines' abilities and desires with the available assignments, when possible. Ensure that tasks are understood, supervised and accomplished. Demonstrate your concern for your troops' physical, mental, moral and spiritual welfare, to include their dependents. Make sure that awards and rewards are passed out as quickly as punishment. Recognize the individuality of your Marines and treat them accordingly. Identify and remove any causes for misunderstanding or dissatisfaction. Ensure your Marines know the procedures for registering complaints; ensure that action is taken promptly. Build a feeling of confidence which will foster the free approach by subordinates for advice and assistance not only in military matters, but for personal problems as well.

(2) Esprit de Corps.

(a) *Esprit de corps*, one of the factors which constitutes morale, is the loyalty to, pride in and enthusiasm for the unit shown by its members. Whereas morale refers to the individual Marine's attitude, *esprit de corps* is the unit spirit. It is the common spirit reflected by all members of a unit, providing group solidarity. It implies devotion and loyalty to the unit and all for which it stands, and a deep regard for the unit's history, traditions and honor. *Esprit de corps* is the unit's personality; it expresses the unit's will to fight and win in spite of seemingly insurmountable odds. *Esprit de corps* depends on the satisfaction the members get from belonging to a unit, their attitudes toward other members of the unit and confidence in their leaders. True *esprit de corps* is based on the great military virtues; unselfishness, self-discipline, duty, honor, patriotism and courage. Idleness, the curse of military life, kills esprit.

(b) Some indicators of *esprit de corps* follow:

[1] Expressions from the Marines that show enthusiasm for and pride in their unit.

[2] A good reputation among other units.

[3] A strong competitive spirit.

[4] Willing participation by the members in unit activities.

[5] Pride in the history and traditions of the unit.

[6] All of the items previously listed as indicators of morale.

(c) How can a leader foster *esprit de corps*?

Cultivation of esprit is more difficult in peacetime than in war; since there is no "great mission," it may be difficult to convince Marines to train diligently to prepare themselves for what may seem to be a remote possibility. Some actions which help to establish and maintain *esprit de corps* follow:

[1] The leader must embody the fighting spirit he/she wants to develop.

[2] Indoctrinate new Marines by ensuring they are properly welcomed into the unit. Include an explanation of the unit's history, traditions and its present mission and activity.

[3] Train your Marines as a team.

[4] Develop the feeling that the unit as a whole must succeed.

[5] Instruct them in history and traditions.

[6] Leaders must use ingenuity and initiative to train their own minds, so that they can provide to their Marines useful and meaningful instruction.

[7] Attain and maintain within the unit a high level of physical conditioning and proficiency in the military skills.

[8] Recognize and publish the achievements of the unit and its members. Reinforce all positive performance.

[9] Make use of appropriate and proper ceremonies, slogans, and symbols.

[10] Use competition wisely to foster a team concept; try to win in every competition. Always find some way to convince others your unit is the best.

[11] Employ your command in accordance with its capabilities in order to maximize its chances of success.

[12] Make proper use of decorations and awards.

[13] Make your Marines feel they are invincible, that the success of the Corps and country depends on them and the victory of their unit.

(3) Discipline

(a) Discipline is the individual or group attitude that ensures prompt obedience to orders and initiation of appropriate action in the absence of orders. It is an attitude that keeps Marines doing what they are supposed to do, as they are supposed to do it, through strong inner conviction. Good discipline is constant and functions whether or not outside pressure or supervision is present. It is the result of good training and intelligent leadership. Napoleon and Puller stated that the most important element of military training was discipline. Without discipline, a unit cannot function effectively.

(b) Some indicators of discipline follow:

[1] Attention to detail.

[2] Good relations among unit members.

[3] Devotion to duty.

[4] Proper senior/subordinate relationships.

[5] Proper conduct on and off duty.

[6] Adherence to standards of cleanliness, dress and military courtesy.

[7] Promptness in responding to orders.

[8] Adherence to the chain of command.

[9] Ability and willingness to perform effectively with little or no supervision.

(c) How can a leader improve discipline? Some actions a leader can take to improve discipline within his/her unit follow:

[1] Be self-disciplined and consistent.

[2] Strive for forceful and competent leadership throughout the entire organization.

[3] Ensure principles of leadership are practiced by all officers and noncommissioned officers.

[4] Set the example.

[5] Institute a fair and impartial system of reward and punishment. Praise and reward those deserving it promptly and properly; likewise, punish quickly and appropriately when required.

[6] Resort to punitive measures only when necessary to protect the rights of individuals, the government and the standards of the Marine Corps.

[7] Develop mutual trust and confidence through tough, stressful training. Challenge subordinates in accordance with their capabilities.

[8] Encourage and foster the development of self-discipline.

[9] Be alert to conditions conducive to breaches of discipline; eliminate them where possible.

[10] Eliminate or reduce meaningless tasks and assignments.

[11] Rotate personnel assigned to menial tasks.

[12] Provide guidance and assistance, but avoid micro-managing.

[13] Set high performance standards.

[14] Encourage innovation and support your subordinates.

(4) Proficiency

(a) Proficiency is defined as the technical, tactical and physical ability of the individuals and the unit to accomplish the mission.

(b) Some indicators of proficiency follow:

[1] Personal appearance and physical conditioning of the Marines.

[2] Appearance and condition of equipment, quarters and working spaces.

[3] Unit reaction time in various situations under different conditions.

[4] Professional attitudes demonstrated by the unit and its members.

[5] Troop leading ability of subordinate leaders.

[6] Degree of skill when carrying out assigned tasks.

[7] Promptness and accuracy in disseminating orders, instructions and information throughout the unit.

(c) Some actions a leader can take to improve individual and unit proficiency are:

[1] Be technically and tactically proficient.

[2] Thoroughly train individuals in their duties.

[3] Emphasize teamwork and the chain of command.

[4] Provide cross-training.

[5] Ensure that training is realistic.

[6] Provide unit members with frequent opportunities to perform the duties of the next higher rank or billet.

[7] Set high standards of performance and insist that they be met.

(5) Motivation

(a) Motivation answers the "why" of why Marines fight. It also answers the "why" of everything Marines do to prepare for combat. Motivation is based on psychological factors such as needs, desires, impulses, inner drives, impelling forces or commitments that influence the reactions and attitudes of individuals and moves them to action. Simply put for a Marine, motivation is commitment which is generally based on pride and unit integrity.

(b) For example, each of us was motivated to join the Marine Corps and graduate from "boot camp." Our motivation in each case was probably very different and was generated from a different source. The decision to join the Marine Corps was more than likely based upon the desire to serve the United States or the need to prove ourselves. This need or desire was probably fulfilled because of the desire to prove that we were Marine Corps material as well as the need to avoid the wrath of our Drill Instructor. These desires and needs were probably generated by both our Drill Instructor and within ourselves. In both cases, we had needs or desires that caused us to do certain things.

(c) The leader must understand and ensure that his/her Marines understand that everything we do as Marines is designed to constantly sharpen our ability to succeed in battle. Every Marine must be committed to this goal. Motivation is the willingness of the individual to function as a part of the Marine team.

(d) How can a leader develop motivation? Some actions which a leader can take to develop motivation within his/her unit follow:

- [1] Be motivated and enthusiastic.
- [2] Maintain positive relationships with his/her Marines.
- [3] Provide the basic needs all Marines share:
 - [a] Food, shelter and water.
 - [b] Social needs (i.e. comradeship).
 - [c] Protection from danger, threat and deprivation.
 - [d] Self-respect.
- [4] Ensure that each individual Marine fulfills his/her comrades' expectations, such as:
 - [a] Proficiency in his/her job.
 - [b] Self-discipline.
 - [c] Commitment and pride as a team member.
- [5] Provide tough, realistic unit training when possible.
- [6] Enhance a Marine's motivation to perform well; ensure he/she knows that he/she:
 - [a] Can succeed if they tries hard enough.
 - [b] Will be recognized for good work.
 - [c] Will be punished for a lack of effort.
 - [d] Plays a critical role in determining the success or failure of the unit.
- (e) What are some guidelines the leader can follow to obtain good performance from his/her Marines?

[a] Establish challenging, attainable goals within the capabilities of his/her Marines.

[b] Create the assurance that good performance will be rewarded.

[c] Strive to align personal goals with unit goals.

[d] Recognize good work.

[e] Take prompt action against poor performance.

d. Summary. Review the main points made by the group.

(1) This discussion has dealt with the fundamentals of Marine Corps leadership. All Marines share responsibility for leadership and must seek to develop these fundamentals throughout their service to our Corps.

(2) The application of the leadership traits and principles by Marines who understand the concepts of authority, responsibility and accountability has been instrumental in making the Corps the effective fighting force it is today.

(3) The Marine Corps' performance and effectiveness in battle has been characterized by high-caliber morale, motivation, *esprit de corps*, discipline and proficiency. This is the foundation of Marine Corps leadership and the heritage to be maintained by all leaders of Marines today.

6. Appendices

Appendix A: Leadership Traits

Appendix B: Leadership Principles

Appendix C: Leadership Problem Solving Exercise

Appendix D: Guideposts To Leadership

Appendix E: Discipline, Morale and *Esprit de Corps*

Appendix F: Customs, Courtesies, and Traditions

APPENDIX A

FOUNDATIONS OF LEADERSHIP

LEADERSHIP TRAITS

1. BEARING

a. Definition. Creating a favorable impression in carriage, appearance, and personal conduct at all times.

b. Significance. The ability to look, act, and speak like a leader whether or not these manifestations indicate one's true feelings. Some signs of these traits are clear and plain speech, an erect gait, and impeccable personal appearance.

c. Example. Wearing clean, pressed uniforms, and shining boots and brass. Avoiding profane and vulgar language. Keeping a trim, fit appearance. Keeping your head, keeping your word and keeping your temper.

2. COURAGE

a. Definition. Courage is a mental quality that recognizes fear of danger or criticism, but enables a Marine to proceed in the face of it with calmness and firmness.

b. Significance. Knowing and standing for what is right, even in the face of popular disfavor, is often the leader's lot. The business of fighting and winning wars is a dangerous one; the importance of courage on the battlefield is obvious.

c. Example. Accepting criticism for making subordinates field day for an extra hour to get the job done correctly.

3. DECISIVENESS

a. Definition. Ability to make decisions promptly and to announce them in a clear, forceful manner.

b. Significance. The quality of character which guides a person to accumulate all available facts in a circumstance, weigh the facts, choose and announce an alternative which seems best. It is often better that a decision be made promptly than a potentially better one be made at the expense of more time.

c. Example. A leader who sees a potentially dangerous situation developing, immediately takes action to prevent injury from occurring. For example, if he/she sees a unit making a forced march along a winding road without road guards posted, he/she should immediately inform the unit leader of the oversight, and if senior to that unit leader, direct that proper precautions be taken.

4. DEPENDABILITY

a. Definition. The certainty of proper performance of duty.

b. Significance. The quality which permits a senior to assign a task to a junior with the understanding that it will be accomplished with minimum supervision. This understanding includes the assumption that the initiative will be taken on small matters not covered by instructions.

c. Example. The squad leader ensures that his/her squad falls out in the proper uniform without having been told to by the platoon sergeant. The staff officer, who hates detailed, tedious paperwork, yet makes sure the report meets his/her and his/her supervisor's standards before having it leave his desk.

5. ENDURANCE

a. Definition. The mental and physical stamina measured by the ability to withstand pain, fatigue, stress, and hardship.

b. Significance. The quality of withstanding pain during a conditioning hike in order to improve stamina is crucial in the development of leadership. Leaders are responsible for leading their units in physical endeavors and for motivating them as well.

c. Example. A Marine keeping up on a 10-mile forced march even though he/she has blisters on both feet and had only an hour of sleep the previous night. An XO who works all night to ensure that promotion/pay problems are corrected as quickly as humanly possible because he/she realizes that only through this effort can one of his/her Marines receive badly needed back-pay the following morning.

6. ENTHUSIASM

a. Definition. The display of sincere interest and exuberance in the performance of duty.

b. Significance. Displaying interest in a task, and an optimism that it can be successfully completed, greatly enhances the likelihood that the task will be successfully completed.

c. Example. A Marine who leads a chant or offers to help carry a load that is giving someone great difficulty while on a hike despite being physically tired himself, encourages his fellow Marines to persevere.

7. INITIATIVE

a. Definition. Taking action in the absence of orders.

b. Significance. Since an NCO often works without close supervision, emphasis is placed on being a self-starter. Initiative is a founding principle of Marine Corps Warfighting philosophy.

c. Example. In the unexplained absence of the platoon sergeant, an NCO takes charge of the platoon and carries out the training schedule.

8. INTEGRITY

a. Definition. Uprightness of character and soundness of moral principles. The quality of truthfulness and honesty.

b. Significance. A Marine's word is his/her bond. Nothing less than complete honesty in all of your dealings with subordinates, peers, and superiors is acceptable.

c. Example. A Marine who uses the correct technique on the obstacle course, even when he/she cannot be seen by the evaluator. During an inspection, if something goes wrong or is not corrected as had been previously directed, he/she can be counted upon to always respond truthfully and honestly.

9. JUDGMENT

a. Definition. The ability to weigh facts and possible courses of action in order to make sound decisions.

b. Significance. Sound judgment allows a leader to make appropriate decisions in the guidance and training of his/her Marines and the employment of his/her unit. A Marine who exercises good judgment weighs pros and cons accordingly to arrive at an appropriate decision/take proper action.

c. Example. A Marine properly apportions his/her liberty time in order to relax as well as to study.

10. JUSTICE

a. Definition. Giving reward and punishment according to the merits of the case in question. The ability to administer a system of rewards and punishments impartially and consistently.

b. Significance. The quality of displaying fairness and impartiality is critical in order to gain the trust and respect of subordinates and maintain discipline and unit cohesion, particularly in the exercise of responsibility as a leader.

c. Example. Fair apportionment of tasks by a squad leader during all field days. Having overlooked a critical piece of evidence which resulted in the unjust reduction of a NCO in a highly publicized incident, the CO sets the punishment aside and restores him to his previous grade even though he knows it will displease his seniors or may reflect negatively on his fitness report. (Also an example of courage.)

11. KNOWLEDGE

a. Definition. Understanding of a science or an art. The range of one's information, including professional knowledge and an understanding of your Marines.

b. Significance. The gaining and retention of current developments in military and naval science and world affairs is important for your growth and development.

c. Example. The Marine who not only knows how to maintain and operate his assigned weapon, but also knows how to use the other weapons and equipment in the unit.

12. LOYALTY

a. Definition. The quality of faithfulness to country, the Corps, and unit, and to one's seniors, subordinates, and peers.

b. Significance. The motto of our Corps is *Semper Fidelis*, Always Faithful. You owe unswerving loyalty up and down the chain of command: to seniors, subordinates, and peers.

c. Example. A Marine displaying enthusiasm in carrying out an order of a senior, though he may privately disagree with it. The order may be to conduct a particularly dangerous patrol. The job has to be done, and even if the patrol leader disagrees, he must impart confidence and enthusiasm for the mission to his men.

13. TACT

a. Definition. The ability to deal with others without creating hostility.

b. Significance. The quality of consistently treating peers, seniors, and subordinates with respect and courtesy is a sign of maturity. Tact allows commands, guidance, and opinions to be expressed in a constructive and beneficial manner. This deference must be extended under all conditions regardless of true feelings.

c. Example. A Marine discreetly points out a mistake in drill to a NCO by waiting until after the unit has been dismissed and privately asking which of the two methods are correct. He/she anticipates that the NCO will realize the correct method when shown, and later provide correct instruction to the unit.

14. UNSELFISHNESS

a. Definition. Avoidance of providing for one's own comfort and personal advancement at the expense of others.

b. Significance. The quality of looking out for the needs of your subordinates before your own is the essence of

leadership. This quality is not to be confused with putting these matters ahead of the accomplishment of the mission.

c. Example. An NCO ensures all members of his unit have eaten before he does, or if water is scarce, he will share what he has and ensure that others do the same. Another example occurs frequently when a Marine receives a package of food from home: the delicacies are shared with everyone in the squad. Yet another form of unselfishness involves the time of the leader. If a Marine needs extra instruction or guidance, the leader is expected to make his/her free time available whenever a need arises.

APPENDIX B

FOUNDATIONS OF LEADERSHIP

LEADERSHIP PRINCIPLES

1. Know yourself and seek self-improvement.

a. This principle of leadership should be developed by the use of leadership traits. Evaluate yourself by using the leadership traits and determine your strengths and weaknesses. Work to improve your weaknesses and utilize your strengths. With a knowledge of yourself, and your experience and knowledge of group behavior, you can determine the best way to deal with any given situation. With some Marines, and in certain situations, the firm, hard stand may be most effective; however, in other situations, the "big brother" approach may work better. You can improve yourself in many ways. Self-improvement can be achieved by reading and observing. Ask your friends and seniors for an honest evaluation of your leadership ability. This will help you to identify your weaknesses and strengths.

b. To develop the techniques of this principle you should:

(1) Make an honest evaluation of yourself to determine your strong and weak personal qualities. Strive to overcome the weak ones and further strengthen those in which you are strong.

(2) Seek the honest opinions of your friends or superiors to show you how to improve your leadership ability.

(3) Learn by studying the causes for the success or the failure of other leaders.

(4) Develop a genuine interest in people; acquire an understanding of human nature.

(5) Master the art of effective writing and speech.

(6) Have a definite goal and a definite plan to attain your goal.

2. Be technically and tactically proficient.

a. Before you can lead, you must be able to do the job. The first principle is to know your job. As a Marine, you must demonstrate your ability to accomplish the mission, and to do this you must be capable of answering questions and demonstrating competence in your MOS. Respect is the reward of the Marine who shows competence. Tactical and technical competence can be learned from books and from on the job training.

b. To develop this leadership principle of being technically and tactically proficient, you should:

(1) Seek a well rounded military education by attending service schools; doing daily independent reading and research; taking correspondence courses from MCI, colleges, or correspondence schools; and seeking off-duty education.

(2) Seek out and associate with capable leaders. Observe and study their actions.

(3) Broaden your knowledge through association with members of other branches of the U. S. armed services.

(4) Seek opportunities to apply knowledge through the exercise of command. Good leadership is acquired only through practice.

(5) Prepare yourself for the job of leader at the next higher rank.

3. Know your Marines and look out for their welfare.

a. This is one of the most important of the principles. You should know your Marines and how they react to different situations. This knowledge can save lives. A Marine who is nervous and lacks self confidence should never be put in a situation where an important, instant decision must be made. Knowledge of your Marines' personalities will enable you, as the leader, to decide how to best handle each Marine and determine when close supervision is needed.

b. To put this principle into practice successfully you should:

(1) Put your Marines' welfare before your own--correct grievances and remove discontent.

(2) See the members of your unit and let them see you so that every Marine may know you and feel that you know them. Be approachable.

(3) Get to know and understand the Marines under your command.

(4) Let them see that you are determined that they be fully prepared for battle.

(5) Concern yourself with the living conditions of the members of your unit.

(6) Help your Marines get needed support from available personal services.

(7) Protect the health of your unit by active supervision of hygiene and sanitation.

(8) Determine what your unit's mental attitude is; keep in touch with their thoughts.

(9) Ensure fair and equal distribution of rewards.

(10) Encourage individual development.

(11) Provide sufficient recreational time and insist on participation.

(12) Share the hardships of your Marines so you can better understand their reactions.

4. Keep your Marines informed.

a. Marines by nature are inquisitive. To promote efficiency and morale, a leader should inform the Marines in his unit of all happenings and give reasons why things are to be done. This, of course, is done when time and security permit. Informing your Marines of the situation makes them feel that they are a part of the team and not just a cog in a wheel. Informed Marines perform better and, if knowledgeable of the situation, can carry on without your personal supervision. The key to giving out information is to be sure that the Marines have enough

information to do their job intelligently and to inspire their initiative, enthusiasm, loyalty, and convictions.

b. Techniques in applying this principle are to:

(1) Whenever possible, explain why tasks must be done and how you intend to do them.

(2) Assure yourself, by frequent inspections, that immediate subordinates are passing on necessary information.

(3) Be alert to detect the spread of rumors. Stop rumors by replacing them with the truth.

(4) Build morale and esprit de corps by publicizing information concerning successes of your unit.

(5) Keep your unit informed about current legislation and regulations affecting their pay, promotion, privileges, and other benefits.

5. Set the example.

a. As a Marine progresses through the ranks by promotion, all too often he/she takes on the attitude of "do as I say, not as I do." Nothing turns Marines off faster! As a Marine leader your duty is to set the standards for your Marines by personal example. Your appearance, attitude, physical fitness, and personal example are all watched by the Marines in your unit. If your personal standards are high, then you can rightfully demand the same of your Marines. If your personal standards are not high you are setting a double standard for your Marines, and you will rapidly lose their respect and confidence. Remember your Marines reflect your image! Leadership is taught by example.

b. Techniques for setting the example are to:

(1) Show your Marines that you are willing to do the same things you ask them to do.

(2) Be physically fit, well groomed, and correctly dressed.

(3) Maintain an optimistic outlook. Develop the will to win by capitalizing on your unit's abilities. The more difficult

the situation is, the better your chance is to display an attitude of calmness and confidence.

(4) Conduct yourself so that your personal habits are not open to criticism.

(5) Exercise initiative and promote the spirit of initiative in your Marines.

(6) Avoid showing favoritism to any subordinate.

(7) Share danger and hardship with your Marines to demonstrate your willingness to assume your share of the difficulties.

(8) By your performance, develop the thought within your Marines that you are the best Marine for the position you hold.

(9) Delegate authority and avoid over-supervision in order to develop leadership among subordinates.

6. Ensure the task is understood, supervised, and accomplished.

a. This principle is necessary in the exercise of command. Before you can expect your Marines to perform, they must know first what is expected of them. You must communicate your instructions in a clear, concise manner. Talk at a level that your Marines are sure to understand, but not at a level so low that would insult their intelligence. Before your Marines start a task, allow them a chance to ask questions or seek advice. Supervision is essential. Without supervision you cannot know if the assigned task is being properly accomplished. Over supervision is viewed by subordinates as harassment and effectively stops their initiative. Allow subordinates to use their own techniques, and then periodically check their progress.

b. The most important part of this principle is the accomplishment of the mission. All the leadership, supervision, and guidance in the world are wasted if the end result is not the successful accomplishment of the mission. In order to develop this principle you should:

(1) Ensure that the need for an order exists before issuing the order.

(2) Use the established chain of command.

(3) Through study and practice, issue clear, concise, and positive orders.

(4) Encourage subordinates to ask questions concerning any point in your orders or directives they do not understand.

(5) Question your Marines to determine if there is any doubt or misunderstanding in regard to the task to be accomplished.

(6) Supervise the execution of your orders.

(7) Make sure your Marines have the resources needed to accomplish the mission.

(8) Vary your supervisory routine and the points which you emphasize during inspections.

(9) Exercise care and thought in supervision. Over supervision hurts initiative and creates resentment; under supervision will not get the job done.

7. Train your Marines as a team.

a. Every waking hour Marines should be trained and schooled, challenged and tested, corrected and encouraged with perfection and teamwork as a goal. When not at war, Marines are judged in peacetime roles: perfection in drill, dress, bearing and demeanor; shooting; self-improvement; and most importantly, performance. No excuse can be made for the failure of leaders to train their Marines to the highest state of physical condition and to instruct them to be the very best in the profession of arms. Train with a purpose and emphasize the essential element of teamwork.

b. The sharing of hardships, dangers, and hard work strengthens a unit and reduces problems, it develops teamwork, improves morale and esprit and molds a feeling of unbounded loyalty and this is the basis for what makes men fight in combat; it is the foundation for bravery, for advancing under fire. Troops don't complain of tough training; they seek it and brag about it.

c. Teamwork is the key to successful operations. Teamwork is essential from the smallest unit to the entire Marine Corps. As a Marine officer, you must insist on teamwork from your Marines. Train, play, and operate as a team. Be sure that each Marine knows his/her position and responsibilities within the team framework.

d. When team spirit is in evidence, the most difficult tasks become much easier to accomplish. Teamwork is a two-way street. Individual Marines give their best, and in return the team provides the Marine with security, recognition, and a sense of accomplishment.

e. To develop the techniques of this principle you should:

(1) Train, study and train, prepare, and train thoroughly, endlessly.

(2) Strive to maintain individual stability and unit integrity; keep the same squad leader and fire team leaders as long as possible if they're getting the job done. Needless transfers disrupt teamwork.

(3) Emphasize use of the "buddy" system.

(4) Encourage unit participation in recreational and military events.

(5) Never publicly blame an individual for the team's failure nor praise one individual for the team's success.

(6) Provide the best available facilities for unit training and make maximum use of teamwork.

(7) Ensure that all training is meaningful, and that its purpose is clear to all members of the command.

(8) Acquaint each Marine of your unit with the capabilities and limitations of all other units, thereby developing mutual trust and understanding.

(9) Ensure that each junior leader understands the mechanics of tactical control for the unit.

(10) Base team training on realistic, current, and probable conditions.

(11) Insist that every Marine understands the functions of the other members of the team and how the team functions as a part of the unit.

(12) Seek opportunities to train with other units.

(13) Whenever possible, train competitively.

8. Make sound and timely decisions

a. The leader must be able to rapidly estimate a situation and make a sound decision based on that estimation. Hesitation or a reluctance to make a decision leads subordinates to lose confidence in your abilities as a leader. Loss of confidence in turn creates confusion and hesitation within the unit.

b. Once you make a decision and discover it is the wrong one, don't hesitate to revise your decision. Marines respect the leader who corrects mistakes immediately instead of trying to bluff through a poor decision.

c. Techniques to develop this principle include:

(1) Develop a logical and orderly thought process by practicing objective estimates of the situation.

(2) When time and situation permit, plan for every possible event that can reasonably be foreseen.

(3) Consider the advice and suggestions of your subordinates whenever possible before making decisions.

(4) Announce decisions in time to allow subordinates to make necessary plans.

(5) Encourage subordinates to estimate and make plans at the same time you do.

(6) Make sure your Marines are familiar with your policies and plans.

(7) Consider the effects of your decisions on all members of your unit.

9. Develop a sense of responsibility among your subordinates.

a. Another way to show your Marines that you are interested in their welfare is to give them the opportunity for professional development. Assigning tasks and delegating the authority to accomplish tasks promotes mutual confidence and respect between the leader and subordinates. It also encourages the subordinates to exercise initiative and to give wholehearted cooperation in the accomplishment of unit tasks. When you properly delegate authority, you demonstrate faith in your Marines and increase their desire for greater responsibilities. If you fail to delegate authority, you indicate a lack of leadership, and your subordinates may take it to be a lack of trust in their abilities.

b. To develop this principle you should:

(1) Operate through the chain of command.

(2) Provide clear, well thought directions. Tell your subordinates what to do, not how to do it. Hold them responsible for results, although overall responsibility remains yours. Delegate enough authority to them to enable them to accomplish the task.

(3) Give your Marines frequent opportunities to perform duties usually performed by the next higher ranks.

(4) Be quick to recognize your subordinates' accomplishments when they demonstrate initiative and resourcefulness.

(5) Correct errors in judgment and initiative in a way which will encourage the Marine to try harder. Avoid public criticism or condemnation.

(6) Give advice and assistance freely when it is requested by your subordinates.

(7) Let your Marines know that you will accept honest errors without punishment in return; teach from these mistakes by critique and constructive guidance.

(8) Resist the urge to micro-manage; don't give restrictive guidance which destroys initiative, drive, innovation, enthusiasm; creates boredom; and increases workload of seniors.

(9) Assign your Marines to positions in accordance with demonstrated or potential ability.

(10) Be prompt and fair in backing subordinates. Until convinced otherwise, have faith in each subordinate.

(11) Accept responsibility willingly and insist that your subordinates live by the same standard.

10. Employ your command in accordance with its capabilities.

a. Successful completion of a task depends upon how well you know your unit's capabilities. If the task assigned is one that your unit has not been trained to do, failure is very likely to result. Failures lower your unit's morale and self esteem. You wouldn't send a cook section to "PM" a vehicle nor would you send three Marines to do the job of ten. Seek out challenging tasks for your unit, but be sure that your unit is prepared for and has the ability to successfully complete the mission.

b. Techniques for development of this principle are to:

(1) Do not volunteer your unit for tasks it is not capable of completing. Not only will the unit fail, but your Marines will think you are seeking personal glory.

(2) Keep yourself informed as to the operational effectiveness of your command.

(3) Be sure that tasks assigned to subordinates are reasonable. Do not hesitate to demand their utmost in an emergency.

(4) Analyze all assigned tasks. If the means at your disposal are inadequate, inform your immediate supervisor and request the necessary support.

(5) Assign tasks equally among your Marines.

(6) Use the full capabilities of your unit before requesting assistance.

11. Seek responsibility and take responsibility for your actions.

a. For professional development, you must actively seek out challenging assignments. You must use initiative and sound judgment when trying to accomplish jobs that are not required by your grade. Seeking responsibilities also means that you take responsibility for your actions. You are responsible for all your unit does or fails to do. Regardless of the actions of your subordinates, the responsibility for decisions and their application falls on you. You must issue all orders in your name. Stick by your convictions and do what you think is right, but accept justified and constructive criticism. Never remove or demote a subordinate for a failure that is the result of your own mistake.

b. Techniques in developing this principle are to:

(1) Learn the duties of your immediate senior, and be prepared to accept the responsibilities of these duties.

(2) Seek different leadership positions that will give you experience in accepting responsibility in different fields.

(3) Take every opportunity that offers increased responsibility.

(4) Perform every act, large or small, to the best of your ability. Your reward will be increased opportunity to perform bigger and more important tasks.

(5) Stand up for what you think is right; have the courage of your convictions.

(6) Carefully evaluate a subordinate's failure before taking action. Make sure the apparent shortcomings are not due to an error on your part. Consider the Marines that are available, salvage a Marine if possible, and replace a Marine when necessary.

(7) In the absence of orders, take the initiative to perform the actions you believe your senior would direct you to perform if he/she were present.

12. Summary. The leadership principles are proven guidelines, which if followed, will substantially enhance your ability to be an effective leader. Keep in mind that your ability to implement these principles will influence your opportunity to accomplish the mission, to earn the respect of your fellow Marines, juniors and seniors, and to make you an effective leader. Make these principles work for you.

APPENDIX C

FOUNDATIONS OF LEADERSHIP

LEADERSHIP PROBLEM SOLVING EXERCISE

Practical Exercise #1

Special Situation. It is 2200 on a Saturday evening. You are walking back to the base from town, when you observe Private Jones (a member of your unit whom you regard as a good friend) walking back to the base also. You approach him and discover that he is smoking a marijuana cigarette. At this point, Private Jones offers you a marijuana cigarette.

First Requirement. Discuss what you are going to do. As you discuss the situation, consider some of the leadership qualities which might help you make your decision.

Proposed Solution. Refuse the marijuana and explain to him that your refusal is not out of fear or anything related to the marijuana itself. It is more of a question concerning self-discipline, dependability, and loyalty. Explain to him that it is sometimes harder to obey orders and regulations than to follow your friends or do as you want. Explain to him that knowing the difference between right and wrong is important, and it is equally important to have the self-discipline to do what is right.

Situation Continued. You refuse the cigarette, and advise Jones of the possible danger to his military career, if arrested for smoking marijuana. Jones then states that during a conversation that you and he had some weeks ago, you talked very freely about how you had smoked marijuana before entering the Corps. You reply that your values are different now, and it is important to you to be a part of the Marine Corps team. Private Jones replies that he does not believe in all that talk about being a Marine 24 hours a day, cultural values, and the Marine Corps team. He is his own man, and he doesn't need to be a part of anyone's team.

Second Requirement. As you discuss this situation try to relate it to any new values you have taken on since joining the Marines. Relate it to your personal feelings as a Marine and as a civilian before entering the Corps.

Proposed Solution. While discussing the importance of one's values and personal feelings, explain to him the importance of setting realistic values. Real values being those which agree to/with the laws of society. Explain that values determine what we are for and against, or where we are going, and that an individual whose life is governed by real/realistic values has direction and meaning. Such people are more dependable, more responsible, and have more self control.

Practical Exercise #2

Special Situation. You are a black Marine reporting into a rifle company at Camp Pendleton. The only other Marine you know in the company is white, so that night you and some of the white Marines you know go to the EM Club for a few drinks. While at the EM Club you are approached by several black Marines (whom you had never met before) who demand that you stop associating with white Marines. (Note: In this situation the discussion leader could also reverse the colors, have a white Marine be approached by other white Marines because of his association with a black Marine.)

First Requirement. How are you going to reply to the black Marine's demand?

Proposed Solution. Explain that it is your first night on base and the white Marines are the only ones you know. Explain that they are your friends and that a friend should not be determined by color, but by what kind of man he is. Explain that as you get to know more people, you will soon have friends that are going to be black, as well as white. Try to avoid trouble but maintain your independence in choosing friends.

Situation Continued. At this point, you are told by one of the black Marines that you better get some black friends to show you around and that they have ways of taking care of blacks who associate with whites. You and your friends then depart the club. Several days later you read in the base newspaper about a black woman Marine who was beaten by other black Marines because she was dating a white Marine. While reading the newspaper one of the black Marines that had approached you in the EM Club, walks up to you, looks over your shoulder at the article in the newspaper and replies, "I told you, we have ways of taking care of blacks who like to mess around with whites."

Second Requirement. Discuss the course(s) of action you would take toward:

- a. The black Marine making the comment.
- b. The woman Marine beaten (maybe she knows the Marines that assaulted her but is afraid to go to the command alone; your support may be all she requires to report them).
- c. Your white friend.

Proposed Solution. Course of action taken concerning:

- a. The black Marine making the comment. Try and learn this Marine's identity and report this to your commanding officer, or the military police.
- b. The woman Marine beaten. Talk with her, maybe she knows who assaulted her but is afraid to report them because she is the only black trying to stand up to them. Explain that you know the black Marines who have threatened and assaulted other blacks and that you will go to the commander with her.
- c. Your white friends. Continue to associate with them, but make them aware of the threats made by the black Marines.

Practical Exercise #3

Special Situation.

- a. You are a Military Policeman on routine patrol in a military police vehicle. As you drive toward the main gate, you notice that the car in front of you is going approximately 20 miles over the speed limit.
- b. You pull the car over, and discover that the driver is your friend, PFC Hustle. When you inform him that he was speeding, he admits it, but says he was hurrying home to be with his wife who is in her last month of pregnancy. (You recall seeing HUSTLE drinking with several of his platoon mates about two hours earlier when you checked the EM Club.)
- c. At this point, Hustle (whom you have known since boot camp) pleads with you not to issue a ticket. He says that one more traffic ticket will cost him his on-base driving privileges

for six months. (He has had four previous tickets.) He says that if he can't drive his car, he will have no way to get to work from his quarters since his wife is confined to the house now with her pregnancy.

d. You are alone on this patrol, so, if you don't give him a ticket, only the two of you will know about it.

Requirement. Discuss what you are going to do. As you discuss the situation, consider some of the leadership qualities which might help you make your decision.

Proposed Solution. Explain to PFC Hustle that the law exists for a reason and that his speeding endangered the lives of pedestrians in the area. You sympathize with his wife, etc., but his irresponsible behavior is unacceptable. Do your duty.

Practical Exercise #4

Special Situation. While at home on leave you and your high school sweetheart decided to get married so she could accompany you to Camp Lejeune. While at Camp Lejeune the two of you were living comfortably on your PFC pay. Upon completion of the training at Camp Lejeune you were assigned to MCRD, San Diego. After several months in the San Diego area you realize that everything is more expensive, and it will be much harder to make ends meet. Your wife had never worked before and is finding it very hard to get a job.

First Requirement. Realizing that your financial situation is affecting your job performance, discuss the possible courses of action.

Proposed Solution. First, check to see if you are receiving all your pay and allowances. Explain your problem to the First Sergeant; maybe he can get you lower cost housing, food stamps, budgeting assistance, etc. Above all, try and keep your wife with you.

Situation Continued. You and your wife decide that it would be best for her to return home to your parents and for you to move into the barracks. A few weeks after going home your wife calls and tells you that she is pregnant, and that your father is out of work, so she may have to move in with her parents. You do not like this idea because her parents always talk bad about you and

they did not want her to marry you. You put in a leave request to go home, but you are told that you have no leave on the books, and that if you did, you could not go at this time because of a shortage of personnel.

Second Requirement. Realizing your responsibilities to both the Corps and your wife, discuss the courses of action.

Proposed Solution. Through the chain of command, let your commanding officer know the problem/situation you and your wife are in. Explain that you do need leave, and that it is very important to you. Above all, do not go UA. This will only compound the problem.

Practical Exercise #5

Special Situation. You are a corporal assigned to Special Services MCAS, El Toro, and for the past three months you have noticed items of camping equipment missing from the issuing stock. You have commented about this to your NCOIC Gunnery Sergeant Lighthands, and he always replied that it was taken off the inventory because it was damaged or unserviceable. But you handle these items daily and know that they were not damaged or unserviceable.

First Requirement. Discuss what you are going to do.

Proposed Solution. Go through the inventory cards and find out whether or not in fact these items were dropped from the inventory.

Situation Continued. Last week GySgt Lighthands was on leave and you received a new shipment of camping stoves. You and Captain Goodfellow inventoried them, marked them, checked their working order, and put them out for issuing. On Monday morning when GySgt Lighthands returned to work, he noticed the stoves and stated that he had been waiting a long time for them. At lunch time you noticed GySgt Lighthands putting two of the camping stoves in the trunk of his car. At that point you check the inventory sheet and discover that the number of camping stoves has been changed by two.

Second Requirement. In discussing the situation, consider ways of approaching the GySgt to solve the problem, the

Officer-in-Charge, and ways in which the outcome may affect your career.

Proposed Solution. Inform GySgt Lighthands that you have noticed a discrepancy on the inventory sheet and ask him to please check them out through the proper sequence. Inform your officer-in-charge of what was witnessed.

Practical Exercise #6

Special Situation. You are a young Marine working in the disbursing office at MCAS, El Toro. You have been in the Marine Corps nine months, you know and perform your job well, but you are still a PFC. Three months ago a young woman Marine (PFC) was assigned to your division, who has been in the Marine Corps only six months. She and the NCOIC are very friendly, and there are rumors that they are seeing each other when off duty. Last week the NCOIC recommended her for meritorious promotion, and she was selected. (Note: In this situation the discussion leader may reverse the genders, have a male Marine promoted and a woman Marine feel it was unfair.)

First Requirement. Discuss what you are going to do.

Proposed Solution. You should do nothing in regards to the woman Marine. Reevaluate your performance, work harder, and gain recognition on your own rather than by tearing down the woman Marine.

Situation Continued. It appears now that the woman Marine is always trying to tell you your job, and it is obvious that she is not as proficient at the job as you are. Often she fails to complete her work and it is reassigned to you. You have asked for a new assignment/transfer to another division, but that has been refused. You like your job and intend to be a career Marine.

Second Requirement. How will you handle this situation.

Proposed Solution. If the woman Marine outranks you, do what she says and try to help her all you can. Your efforts will not go unnoticed by the supervisor and you will gain your reward.

Practical Exercise #7

Special Situation

a. You are the platoon sergeant. During the past two weeks the squads have been participating in a squad competition that involves drill, essential subjects, and various other events. Competition within the battalion is very intense with the winning squad being granted special liberty and tickets to the Superbowl Game. At the start of the competition, the platoon commander relieved the squad leader of the third squad for poor performance, and he was reassigned to duty in the company headquarters. Corporal Hardcharger, who reported to the company during that week was assigned as the new squad leader.

b. What a change the past two weeks have brought! Your third squad is by far the best in the entire platoon. In fact, during the preliminary trials within the company, the company commander commented on the sudden squared away appearance of the members of the third squad in your platoon (they had not had a particularly good reputation). Although you are pleased with the apparent turnaround, your instincts tell you that something is not right. You notice that the members of the squad are silent and withdrawn now, which is not in character with their previous outspoken mischievous natures.

First Requirement. What should the leader do?

Proposed Solution. Talk to Cpl Hardcharger to find out what techniques he is using. Increase observation of his unit including unannounced visits day and night.

Situation Continued. You have just finished talking to a member of the third squad. He hints that Corporal Hardcharger has performed his miracle by "thumping" the slackers during the night. You talk to Corporal Hardcharger and he states that he has, on occasion had to perform some physical counseling, but that is the only way "to get through to these lunkheads." He points out that this is the only way to get results quickly, and he intends to win the competition. He also informs you that not one of the men have complained about his methods. (You have to admit to yourself that this is true; in fact, the squad members seem to have a grudging respect for him.)

Second Requirement. How do you respond to Corporal Hardcharger's comments? Consider the type of discipline that is being developed and the value of this sort of leadership.

Proposed Solution. Counsel your squad leader that his methods are likely to get him into serious trouble if they haven't already. Marine Corps leadership does not rely on maltreatment. Discipline represents the ultimate product of good leadership in developing unit cohesion, esprit de corps, motivation, and skillful performance of duties. Discipline is the attitude that ensures prompt obedience to orders. It is developed through application of the principles and traits of leadership not brute force. Inform him that you will discuss the situation with the platoon commander, further counseling may occur, and he could be liable to disciplinary action and serious punishment if involved in maltreatment.

Third Requirement. You are the platoon commander in the previous exercise involving Corporal Hardcharger. Your platoon sergeant has just conveyed the situation to you. What do you do? (Note: This is a scenario for discussion by officers. No solution is recommended; the group should consider alternatives and the impact each has on the platoon, the third squad, and the company, as well as Corporal Hardcharger and the platoon sergeant.)

Practical Exercise #8

Special Situation. You are a squad leader. One of your fire team leaders is known for his ability to get the job done though he usually alienates his entire fire team in doing so. You notice that he has his men in the head long after taps, preparing for the next day's rifle and personnel inspection. Your preliminary inspection earlier in the day has satisfied you that his fire team was ready for inspection. What, if anything, should you do?

Proposed Solution. Call in the fire team leader. Praise him for his dedicated approach to mission accomplishment, but also remind him that his second consideration is to maximize troop welfare. Point out that you had indicated during your inspection that his fire team was ready for inspection. Suggest to him that the extra effort he was demanding of his Marines was unnecessary and was probably a factor in his problem with earning their respect. Know your Marines, and look out for their welfare.

Practical Exercise #9

Special Situation. You are a sergeant who has been assigned the role of patrol leader of a small combat patrol in a desert training exercise. You and your patrol were inserted by helicopter into the area of operations at dusk with the mission of destroying an enemy forward observation post. You realize that the helicopter inserted your patrol into the wrong "LZ" and move ten miles to reach the objective. By now it is daylight and the only way your patrol can attack the "OP" will be by climbing undetected up a steep and dangerous ridge. You have no radio contact with anyone and your water supply is extremely limited. Your radioman refuses to climb because of the danger, and because he feels that there will not be enough water to get back to friendly positions.

Requirement. How should the sergeant handle the situation?

(1) Should he secure the exercise and go non-tactical for safety reasons? (Consider the case wherein this is only a training exercise as well as the case where this is actual combat.)

(2) Should he "motivate" the radioman and attempt to destroy the patrol objective?

(3) Should he hold a council of war and take a vote on what to do?

(4) What are some other courses of action open to the sergeant?

NOTE: There is no proposed solution.

Practical Exercise #10

Special Situation. You are a lieutenant due for transfer from Okinawa after a 12 month unaccompanied tour and are experiencing severe personal family problems. You need to get home as soon as possible; your port call is tomorrow. Among your responsibilities are numerous items of classified gear. In the turnover inventory you discover that one KY38 is missing. An investigation will be immediately required. The officer who is accepting the account is inattentive and thinks that everything is present in the account. You know that if you state it's

missing an investigation will be required, delaying your departure. What would you do?

First Requirement. Consider all alternative courses of action available to the officer, and discuss the effect of each.

Second Requirement. Consider the same situation, however alter it such that you are the Commanding Officer of the Marine due for a transfer, and you are well aware of the serious personal problems necessitating his speedy return home. As commanding officer, what would your reaction be if the lieutenant came in and told you the KY38 was missing? What would you do if you found out about the loss from someone else and the lieutenant was at Kadena Air Base and his plane departs in two hours?

(Note: There is no solution recommended for this exercise. The Marines should consider application of the various traits and principles of leadership as well as the impact any decision made under these situations has on the individual Marine, his family, and the unit.)

APPENDIX D

FOUNDATIONS OF LEADERSHIP

GUIDEPOSTS TO LEADERSHIP (By Gary C. Cooper)

Wars are older than civilization. Although the methods and tools of dissent have changed throughout the ages, warfare is still basically the same. It is a conflict between men. When men meet on the field of battle there are winners and there are losers. Among them are brave men and cowards; there are those that follow and those that lead. How well men lead and how men follow usually determines the outcome of the conflict. It is important to us then, as professional fighting men, to understand and review the characteristics of good military leadership in order to be assured of the support and effectiveness of our followers.

In this tumultuous world we may be called upon at any time to defend a way of life that thousands of good Marines have already laid down their lives to preserve.

The importance of effective military leadership will then be of the utmost importance in determining the basic issues of conflict: the issue of who wins and who loses.

There are four requirements to consider in achieving effective military leadership. Likened to the markers and sign posts spotted along our highways, if the requirements are correctly and intelligently followed, they will guide us along the road of combat effectiveness to our ultimate destination victory in battle. Now that we have our beginning and know where we want to go, we will do well to investigate the landmarks along the route. We find four major points to look for: discipline, morale, esprit de corps, and efficiency.

As we progress from the status of followers to that of a leader, it is well not only to approach and pass the discipline check point with merely a side glance. The area surrounding it affords considerable room for examination. Where does discipline begin, and what areas does it cover? Do you recall your own early days in the Marine Corps. Remember Boot Camp? The harassment of the DI? The mental and physical fatigue? Then that day that was so slow in coming, graduation. You became a Marine. During these initial months you had been groomed and

polished, largely through discipline. One thought dominated your mind, "It's not for me to reason why, it's just for me to do or die." But once away from the eagle eye of the DI, exposure to a little too much salt and hot air without frequent and vigorous application of polish and preservation allows time to take its toll. A tarnish dulled a fine product capable of much brilliancy. The leader's job then, is to renew or to preserve the glitter and not allow it to dull of itself through neglect. In what way can the leader renew and preserve discipline?

First by reward, for work well done. Personal commendation, citation, meritorious mast, promotion, or a verbal "pat on the back" to the group are obvious examples. Discipline also stems from the mutual respect and confidence shared between the leader and his followers. To establish these, Marines must recognize the leader's ability and his willingness and capability to shoulder the responsibility of his rank. He must recognize his obligations to his men. He must create a desire among his men to emulate him. A third and less pleasant contributing factor to discipline is proper punishment. Punishment should not be designed nor intended for harassment. It should create a respect for authority and afford a means of unbiased military justice. It should be properly placed and correctly administered.

The second major area on the way to effective leadership is morale. One definition of morale is, "an emotional and mental state of the individual." Or, more simply, morale is how men feel and act. It is not USO shows, razor blades, candy and tobacco. It goes deeper. What are some characteristics of morale? Zeal, or the willingness of a Marine to do his job, over and above that which is expected, is a primary factor and result of morale. By doing his duty willingly to the best of his ability, a Marine develops still another factor necessary to high morale. He develops a feeling of personal worth. He believes that he is the most important part of the most important team in the whole Marine Corps. He develops confidence in his ability, in his leaders, and in his equipment. Along with this confidence, he has fostered satisfaction (not smugness) which is also imperative for high morale.

The next sign along the road toward effective military leadership has its base planted firmly on the broad shoulders of Marine Corps history. It is probably the most important single factor in the manifestation of leadership. It is marked esprit de corps. Probably, esprit de corps is best defined as the

mental and emotional state of an entire unit. It differs from morale in that esprit de corps embraces the attitude of the entire unit, as opposed to the morale of an individual.

This tremendous driving force has contributed to the success for almost every Marine Corps campaign. Although ancient leaders such as Genghis Khan, Attila the Hun, Alexander the Great, and Napoleon Bonaparte may or may not have the blessing of modern society or admirable personal attributes, they certainly surpassed their opponents in achieving and maintaining an esprit de corps. For example: the approach of Attila the Hun struck terror into the hearts of the once great Roman Empire. Tales were spread of his savage hordes numbering more than the stars, burning and plundering, leaving a wake of death and devastation. Yet history tells us that this leader had a force which often came to less than 1500 men. It was more likely their tremendous spirit and unyielding aggressiveness that fostered belief in their mythical numbers.

Consider too, the esprit de corps that bound together Presley O'Bannon and his few Marines during their march across 600 miles of scorching desert to stand triumphant at the shores of Tripoli. In our own time, in the frozen wastes of Korea, a trapped Marine division fought its way bravely to the sea through six Communist divisions; largely on esprit. But it is not these individual campaigns with which we are concerned. Rather, it is the spirit which motivated these men to overcome seemingly insurmountable obstacles. How is esprit de corps developed? It is the product of the interaction of personnel. Simply, it amounts to the way one Marine acts toward another. High morale of individuals in a unit is essential, and a spirit of competition between units is another contributing factor. One begets the other. It is well to note that a unit's achievements, past and present, enhance esprit de corps.

The guideposts of discipline, morale and esprit de corps have brought us thus far. Are these three fundamentals enough for successful leadership? The answer is no. There is still another area to pass. Another sign points the way. We call it efficiency. A loose definition of efficiency might be: the realization of the greatest output in the shortest possible time and with the least amount of effort. To Marines it might also mean getting the job done promptly and correctly.

Efficiency comes from proper training. Continual practice of fire team and squad tactics, artillery firexes, phibexes and fieldexes, to mention a few, are training to develop efficiency. It is not enough that a Marine possess discipline and high morale, and that units possess esprit de corps. Marines must know their job and be able to do their job efficiently. This can be accomplished only through intensive and proper training. It incorporates and molds the essentials of discipline, morale and esprit de corps. Training develops in the Marine a responsibility, confidence and technical knowledge of his particular job; an understanding of the equipment he employs and has at his disposal. Consequently, when all these traits are developed, he begins to believe he is an important member of the greatest fighting team in the world; and he is.

These then are the four basic effects of good military leadership. To know what they are is not enough. We must continually review them to ensure that we are not lacking in one or the other. To be lacking in effective leadership is to be lacking in combat readiness. The result is defeat and death.

However, if effective leadership is evident and functioning, we are strong and ready. If we are well disciplined, of high morale, possess an unquenchable unit spirit, and are efficient, we are the best in the business.

Strive to create discipline in yourself and your men. Encourage high morale, foster esprit, and train for efficiency. You may never win the Medal of Honor, you may never be cited for your outstanding example, but you will have an inner satisfaction that comes only to those that give their all. Then, if you listen carefully at your retirement parade, you will hear the voices of all the other good Marines who have gone before whisper the greatest commendation of them all "Well done, Marine."

MARINE CORPS GAZETTE July 1960 (Reprinted with permission.)

APPENDIX E

FOUNDATIONS OF LEADERSHIP

DISCIPLINE, MORALE AND ESPRIT DE CORPS

Over the years the term discipline has acquired at least three meanings: punishment, obedience, and self control. The first meaning, punishment, is frequently used when a Marine violates a policy or regulation. Secondly, discipline seems to suggest complete and total obedience to the orders of superiors. This leads to the third and highest concept of discipline which involves self-control and a sense of personal responsibility that goes beyond threat of punishment or mere obedience.

The Marine Corps' concept is to strive to develop leadership qualities in all Marines: two of those qualities are self-control and a sense of personal responsibility. If a Marine is obedient only because he fears punishment, that Marine is not going to be reliable unless he is constantly supervised. Blind obedience results in robot-like performance which suppresses the development of the individual and, in the extreme, may result in the individual carrying out improper or illegal orders such as those involving unfair treatment and war crimes. True discipline implies not only action, but knowledge of what is being done. We want Marines to exercise discipline as active thinking participants. We want Marines to do what needs to be done which is the real meaning of discipline.

It frequently happens that the root meaning of a word more nearly explains the whole context of ideas with which it is legitimately associated than the public's mistaken use of the same word. Coming from the Latin, "to discipline" means "to teach." Insofar as the military establishment of the United States is concerned, nothing need be added to that definition. Its discipline is that standard of personal deportment, work requirement, courtesy, appearance and ethical conduct which, inculcated in Marines, will enable them singly or collectively to perform their mission with optimum efficiency.

Military discipline is the state of order and obedience among military personnel resulting from training. When discipline is spoken of in the Marine Corps, reference is not made to regulations, punishments, or a state of subservience. What is actually meant is the exact execution of orders resulting from

intelligent, willing obedience rather than execution based solely upon habit or fear. Habit plays its part, however, and for this reason the Marine benefits from such routine training as gun drill, range firing, inspections, drill for foot troops, and bayonet drill. Punishment of individuals for breaches of discipline are sometimes necessary, but only to correct or eliminate those who are presently unfit to serve on the team.

Discipline is necessary to secure that orderly, coordinated action which alone can triumph over the seemingly impossible conditions of battle. Fear is the enemy of discipline. The individual must be able to recognize and face fear, because fear unchecked will lead to panic and a unit that panics is no longer a disciplined unit, but a mob. There is no sane person who is without fear, but good discipline and high morale will keep fear in its proper place.

Essentially, military discipline is no different than the discipline of the university, a baseball league, or an industrial corporation. It makes specific requirements of the individual; so do they. It has a system of punishments; so do they. These things are but incidental to the end result. Their main objective is to preserve the interests and further the opportunity of the cooperative majority. The big difference between discipline in the military establishment and in any other free institution is that if the Marine objects, he/she still does not have the privilege of quitting tomorrow, and if he/she resists or becomes indifferent and is not corrected, his/her bad example will be felt to the far end of the line.

The most contagious of all moral diseases is insubordination; acts may be exhibited in a variety of modes: neglecting the customary salute, indifference, insolence, impertinence, undue familiarity or anything that does not show the proper respect for rank. The officer who tolerates slackness in the dress of his Marine soon ceases to tend to his/her own appearance. There is only one correct way to wear the uniform. When any deviations in dress are condoned within the service, the way is open to the destruction of all uniformity and unity.

Some leaders may not appreciate the necessity for discipline and will not until they experience the trials of battle. However, when leaders understand the necessity for discipline, they have learned a sense of obligation to themselves, to their comrades, to their commander, and to the Marine Corps. He/she

has learned that he/she is a member of a team which is organized, trained, and equipped for the purpose of engaging and defeating the enemies of his/her country. The final objective of military discipline is effectiveness in combat.

Discipline is attained by careful precept and proper training accompanied by corrective and restraining measures. This is provided by unit leaders. Final discipline is the prompt, correct reaction to given situations, and the ever present knowledge that in the daily routine, leaders are doing their utmost to live up to the standards set for them by custom and tradition.

Discipline, morale, esprit de Corps: Marine, the will to win, and curses on the man or unit who lacks it; the moral stamina to stand and fight when all seems lost; the courage to charge a hill when death warns to stay.

"...And a perfectly trained amphibious operation requires men, skillful men, for its effective execution. In fact, in no service are men more important than they are in the Marine Corps. This means that STRONG DISCIPLINE continues to be most important. This is a point on which there is sometimes some misunderstanding. When we Marines speak of discipline, we speak of the spirit of the team. When the average civilian hears the word, he is apt to think of fear and punishment and chastisement. Actually, these things are not a part of the true military discipline. Without the proper spirit, there can be no such thing as discipline in a military organization. You may have the outward semblance of compliance with regulations, even cooperation of a kind, as long as the fear of punishment is present. But actually you have only the discipline enforced upon school children who begin to throw things and misbehave the moment their teacher's back is turned. The discipline upon which a Marine unit must be built is of a different kind, a kind that endures when every semblance of authority has vanished, when the leader has fallen, when the members of the team are dropping out one by one, when the only driving power that remains is the strong and unconquerable spirit of the team. This is the working definition of discipline--the spirit of the team. The Marines know it as esprit de corps."

(General Graves B. Erskine's remarks to
The Basic School graduates, 30 August
1958)

The feeling of one Marine for another is not the same as the love within a family. Rather, it is a mixture of pride, fidelity, loyalty, spirit, unselfishness and mutual respect that defies definition or measure. Lord Nelson indoctrinated his officers with the concept that they were a 'Band of Brothers.' In a similar sense, it might be said that the Marine Corps is a Great Brotherhood."

Esprit de Corps, KOREA, August 1950

"The Marines who disembarked at Pusan were mostly young men of almost no actual battle experience, for only very few of them were veterans of World War II. These tobacco chewing, raw knuckled, bristlyheaded youngsters in already faded khaki were coming to fight in Korea with two great advantages. They were led by sergeants and officers who were all veterans of campaigns involving battles as violent as any ever fought, and who had been carefully selected out of those men wanting to remain in the Marine Corps as a career following the end of the Japanese War. Then, too, these youngsters from farms and factories, forest tracts and fishing craft, drug store corners and homes of wealth, from all the places which are America, these young men had another enormous advantage, one that no one yet has been able to pin down and fully define--they were UNITED STATES MARINES.

They were Marines from their closely cropped heads and jutting ears, to the tightly laced, traditional khaki leggings wrapped around their boot tops. Each had volunteered to try to become a Marine, firmly believing that they were entering a private little world of their own, inhabited by the toughest fighting men on earth. But that was only what they thought to begin with. Later, those who had managed to emerge from the initial training looked at other men not dressed in the same faded khaki as strangers even though blood brothers, for now they knew. They were MARINES, and would remain so until they died."

David Douglas Duncan

The following editorial appeared on the front page of the Atlanta Constitution.

"One of the greatest military exploits in history was the withdrawal of the First Marine Division from the frozen Chosin reservoir sector in the depths of the Korean mountains in the cruel winter of 1950. They had been fighting for weeks. Split

into groups, surrounded by 80,000 Chinese Communists, saddled with wounded, it was necessary to withdraw. (General McArthur had insisted the Chinese would not come in. He persisted even though Marines on their way to the Yalu had reported contact with them and had prisoners to show. The Eighth Army was caught thinly spread by the Chinese attack. They fought. But they were routed.)

Weather was below zero. They buried what dead they could in the dynamited, icy earth. Some they could not bury. These they lashed to tanks. The badly wounded came out on litters or on vehicles along with the dead. They brought their gear as well.

It was 80 miles to the sea.

They had to traverse mountain trails. They had to rebuild bridges.

By day and by night they beat off attacks, lashed more dead to their armor; assisted more wounded along the agonizing way.

They broke through. They reached the sea.

No Homer or Virgil has sung of them.

And yet no poet skilled with epics has had a greater one than the story of the Marines who broke through an army of 80,000 of a fanatic, desperate enemy, bringing their dead and wounded to the safety of the sea. Major General Oliver Prince Smith led them.

The French Foreign Legion takes no oath of loyalty to France; its members swear only to be loyal to the Legion.

There is something of that in the Marines. They, of course, fight for their country. But in the bitter, desperate hours, as the frozen agony of the 13 days was replaced by the freezing pain of the 13 nights, IT WAS PRIDE IN THE CORPS THAT KEPT THEM GOING. They would not fail one another.

A story will illustrate: In one of the many fights en route to Chosin, a private named Stanley Robinson had taken command of a decimated squad. We meet him later... on page 281 of The New Breed. In a warming tent of the medical battalion, the wounded Robinson lay listening to the cascading sound of firing to the north. Litter bearers brought in a stretcher and placed it

alongside Robinson. "What outfit you from?" Robinson asked. "Easy, 7th," the inert figure mumbled. "Did we get hit?" "Clobbered. Mr. Yancey's wounded...so's the skipper--everybody is, I guess."

Robinson sat up. In the darkness he got into his clothes and parka. He moaned as he pulled the shoepacs over his swollen feet.

"Be seein' you, Mac," he whispered. He lurched out and selected a weapon from a discarded stack nearby. A corpsman came to him. "What'n hell you doin', Robinson?" "What does it look like, Doc?" Robinson headed for the mass of hills. When he came to the icy slopes, he had to crawl. The blisters broke. The socks were wet with blood and pus. He found Yancey. "What'n the hell you doin' here?" croaked the weary man. "Lookin' for a job." Yancey spat blood on the snow.

"You got one. Over there."

General Smith commanded men like that. They were all heroes of one of the greatest stories in all the long history of men in war...the breakout from Chosin. And none was greater than he."

Ralph McGill
Editor, Atlanta Constitution

APPENDIX F

FOUNDATIONS OF LEADERSHIP

CUSTOMS, COURTESIES, AND TRADITIONS

WHAT ARE CUSTOMS?

Customs are the practices of preserving ideas and actions from generation to generation. The term also refers to a specific act that follows the tradition of past generations. Customs vary widely from place to place and from group to group. They also vary throughout the history of a particular group.

Not all customs are equally important. Mores are customs that people regard as extremely important. Violators of mores may receive severe punishment. In the United States, for example, a man or woman may go to prison for marrying more than one person at a time. Other customs, called folk ways, are not so important and persons who do not observe them receive only mild punishments. Folk ways include eating habits, ways of dressing, and methods of playing games.

Most people follow the customs handed down to them and do not question these customs. Much training in schools, at home, and elsewhere consists of passing on customs. People conform to customs because it is easier than not doing so. Society often ridicules people who do not observe customs.

WHAT ARE SOME OF THE MARINE CORPS CUSTOMS?

There may be many responses. Included among them are the following:

- Marine Corps Birthday.
- Parades and Ceremonies.
- Mess night.

WHAT IS THE SIGNIFICANCE OF THESE CUSTOMS?

Our customs are essential to maintaining good fellowship, contentment with our unit and Corps, harmony, and happiness in a unit.

WHAT DO WE MEAN BY COURTESIES?

Courtesies are simply a set of rules of behavior. By using these rules, people make living with each other more pleasant and comfortable. Persons who live alone can behave more or less as they choose, but persons who live and work among others must behave so they do not trample on the rights of others. Courtesies help guide behavior.

Most rules of courtesy have good reasons behind them. In some cases, the reasons have disappeared and the rule is now an almost meaningless custom. One of these is handshaking. In the Middle Ages, when two men met, they extended their right hands and shook them to show they did not intend to use their swords. Other courtesies are based on good taste. These are things we do or do not do because they would offend other people. Eating and hygiene habits fall into this category.

Summed up, courtesies follow the "Golden Rule": "Do unto others as you would have them do unto you."

WHAT ARE SOME OF OUR MARINE CORPS COURTESIES?

Included among the responses are the following:

Saluting.

Reporting to Seniors.

Addressing Officers as "Sir, or Ma'am."

WHAT IS THE SIGNIFICANCE OF THESE COURTESIES?

Courtesy is essential to all walks of life, but it is especially important to the Marine. Military courtesy embraces much more than the salute or any other ritual, important as these are. It is a key ingredient in the relations between members of the armed forces of our nation, reflecting a high degree of mutual respect and pride. Courtesy to a senior indicates respect for authority, responsibility, and experience. Courtesy toward a junior indicates appreciation and respect for his/her support and for him/her as a fellow Marine.

WHAT ARE TRADITIONS?

Traditions are simply the transmission of knowledge, opinions, doctrines, customs, and practices from generation to

generation by word of mouth or by examples. Some traditions are customs so long continued that they have almost the force of a law.

Marine Corps traditions have helped create a fighting force which has become a recognized American institution. Our traditions perpetuate a long history of high standards, teamwork under stress, esprit de corps, and success in battle. Through the constant observance and understanding of tradition, Marines foster a feeling of camaraderie based upon mutual respect and confidence. The maintenance of the ideals and attitudes embodied in our traditions forges a strong link with our proud heritage and a deep appreciation by all Marines that they are a part of a unique fighting team. Our traditions perpetuate the very qualities we must have to succeed.

WHAT ARE SOME OF OUR TRADITIONS?

Marine Corps Motto.
Marine conduct in combat.
Change of command ceremony.

Traditions are what give the Marine Corps its uniqueness. These things foster the discipline, valor, loyalty, aggressiveness, and readiness which make the term "Marine" signify all that is highest in military efficiency and soldierly virtue.

WHAT IS THE IMPORTANCE OF CUSTOMS, COURTESIES AND TRADITIONS?

It is imperative that all Marines understand our customs, courtesies, and traditions in order to ensure a highly motivated, well disciplined, and proficient unit. These are the special characteristics that set our Marine Corps apart from all other military organizations and services.

WHAT IS THE INTERRELATIONSHIP OF CUSTOMS, COURTESIES, AND TRADITIONS; TRAITS AND PRINCIPLES; AND AUTHORITY, RESPONSIBILITY, AND ACCOUNTABILITY?

They help form the basis for effective leadership goals and standards of excellence. When properly applied, they foster morale, motivation, discipline, and esprit de corps, which are essential to teamwork, particularly under the stress of combat.

UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

PHILOSOPHY OF LEADERSHIP

1. Introduction. The Marine Corps' philosophy of leadership and how this philosophy ties into our style of leadership is at the very root of how effective we are at leading.

2. Overview. The purpose of this discussion is provide you with an understanding of how your own philosophy of leadership determines the effectiveness of your unit and how leadership traits, principles, and the application of leadership create a climate of high morale, discipline, proficiency, and esprit de corps.

3. References. The following provide additional information on the Marine Corps' philosophy of leadership.

FMFM 1-0, Leading Marines
Marine Corps Manual

4. Discussion Leader Notes

a. The Marine Corps' philosophy of leadership is largely based upon recognizing and utilizing to the fullest extent our most important asset, the individual Marine. Through outstanding leadership, we will be able to channel the talent and energy of that Marine in the right direction.

b. The way to do this effectively is through the maintenance of the healthiest of relationships between the leaders and those led in our organization. This relationship should be of the utmost mutual respect, and can be likened to that of a committed teacher and his/her willing student, or to that of a father and his son. All Marines should feel that they belong, and we must promote an atmosphere of comradeship and brotherhood throughout the Corps, regardless of rank.

c. The end result should be a Corps that benefits from good order and discipline (preferably self-discipline), unit cohesion, and teamwork. To assist us in these tasks, there are a few fundamentals of leadership that all of us, regardless of our

innate leadership ability, can use to develop good leadership qualities in ourselves and in others.

5. Discussion. Our philosophy of leadership is characterized by the belief that leadership qualities can be developed within the individual Marine, and that Marine leaders have the responsibility for developing those qualities. As stated in paragraph 1100.1a of the Marine Corps Manual, "The objective of Marine Corps leadership is to develop the leadership qualities of Marines to enable them to assume progressively greater responsibilities to the Marine Corps and society." We grow our own leaders, and if we do not continue to do this effectively, the Marine Corps as we know it, will cease to exist. You should have a thorough understanding of what the philosophy of leadership entails. The areas addressed below are not all encompassing, but provide enough information to give you an understanding of the philosophy of leadership.

a. Leadership differs from command and management as follows.

(1) Command is defined as the authority a person in the military lawfully exercises over subordinates by virtue of his rank and assignment or position.

(2) Management is defined as a process of planning, organizing, coordinating, directing, and controlling resources such as people, material, time, and money to accomplish the organization's mission.

(3) Leadership is defined as the act of influencing others in such a manner as to accomplish the mission: "The sum of those qualities of intellect, human understanding and moral character that enable a person to inspire and to control a group of people successfully." (General Lejeune)

(4) Leadership is the dominating requirement for success. There is certainly need for command and management, but sound leadership is needed to function. Varying degrees of leadership skills are present in all Marines. Officers, SNCOs, and NCOs must foster the development of these skills in their Marines. Leadership is people oriented. Leadership is concerned with the individual Marine and the goals of the organization. To a great extent all Marines are required to be both good leaders and

skillful managers of personnel, equipment, and time. Stress that our people are the greatest asset that we have.

(5) Good management will get your Marines onto the ship with the right equipment and the required training. Your authority as an officer and their discipline will ensure that they follow you to the battlefield. However, only leadership will get those Marines to put their lives on the line.

b. Leadership qualities defined.

(1) Inspiration. Personal example of high moral standards reflecting virtue, honor, patriotism, and subordination in personal behavior and in performance.

(2) Technical proficiency. Knowledge of the military sciences and skill in their application.

(3) Moral responsibility. Personal adherence to high standards of conduct and the guidance of subordinates toward wholesomeness of mind and body.

c. FMFM 1 states that philosophy of command cannot function effectively unless our philosophy of leadership supports it. Our philosophy of leadership concentrates on the development of leadership in subordinates, and our philosophy of command (decentralized) depends on subordinate initiative and leadership. It highlights the inherent disorder of the modern battlefield and the necessity of subordinates to respond with "individual initiative and responsibility...within the boundaries of the commander's intent." Our philosophy of leadership stresses the importance of building good subordinate leaders, with the belief that leadership can be learned. These leaders are an absolute requirement if our warfighting philosophy of command is to function. In order for this philosophy of leadership to work, a certain atmosphere and a certain relationship must exist between officers and men. This relationship should be one of mutual respect and it is described in the terms "comradeship," "brotherhood," "teacher/scholar," and "father/son."

(1) The relationship between officers and enlisted Marines is described in the Marine Corps Manual. It states that "effective personal relations in an organization can be satisfactory only when there is a complete understanding and respect between individuals."

(2) The Marines who have gone before us were drawn into a lasting bond on the battlefield. The adversity they faced together strengthened their resolve for success and highlighted the need for cooperation. Realizing that comradeship and brotherhood are needed on the battlefield, we must work continually to foster them in our daily activities.

(3) Often the mistake is made by those outside the Marine Corps that our reputation for discipline means that we have a greater separation between officers and enlisted Marines. Nothing could be further from the truth. While we prohibit unprofessional relationships between officers and enlisted Marines, the concept of comradeship and brotherhood depends on mutual respect between the ranks and among all Marines. Much of this mutual respect comes through the sharing of hardships. As quoted in the Marine Corps Manual, General Lejeune said, "The relationship between officers and enlisted men should, in no sense, be that of superior and inferior, nor that of master and servant, but rather that of teacher and scholar." Your responsibilities as a leader are to provide guidance to your subordinates, make decisions, and see that your subordinates' performance is satisfactory. You should provide good opportunities for you subordinates to also make decisions within their authority.

(a) You must be responsible for the physical, mental, and moral welfare of your Marines, as well as their discipline and training.

(b) You should ensure that each of your Marines is allowed the maximum latitude possible in developing his/her own leadership style.

(c) You should be available to your Marines to provide assistance whenever needed.

(d) Be aware that the teacher/scholar relationship extends to the relationship that should exist between NCOs and junior Marines as well. Additionally, officers should never hesitate to learn from their Marines. The idea of the father/son relationship is different from that of the teacher/scholar relationship. The idea of the father/son relationship is that it implies that the relationship that should exist between a leader and his/her Marines goes further than that between a typical high

school teacher and his/her students. However, the main point in both cases is that this relationship should be mutually respectful, with the more experienced person having the moral responsibility to help the junior develop. Discipline is a factor in this relationship, just as it is in any healthy father/son relationship. You would not let your son run wild, so why would you let your Marines?

d. Good order and discipline are terms used to describe the essential quality of behavior within the armed forces. As Marines, we share in the responsibility to protect the nation. This is a serious business that may require us to endure extreme hardship, privation, or even to give our lives so that the nation may remain secure. Marines must be organized, trained, and ready for deployment to any crisis at any time. Our organization must have a highly refined quality of order so that, as a team, everyone knows their role and job, and our efforts can join together in a manner that will achieve accomplishment of the mission. Discipline is each individual Marine's responsibility for responding willingly, instantly to the directions of a senior, and in the absence of orders, initiating appropriate action. With our traditional stress on the leader's responsibility for maintaining good order and discipline, we will retain our readiness and capability to carry out the mission at all times.

e. The individual's responsibility for leadership is a must. It is not dependent on authority. It is not dependent on command. Each individual is responsible for his or her own actions first.

(1) Your Certificate of Commission (or Warrant) refers to "special trust and confidence." This term, which is expressly reposed in officers by their commission, is the distinguishing privilege of the officer corps. It is the policy of the Marine Corps that this privilege be tangible and real; it is the corresponding obligation of the officer corps that it be wholly deserved. It is not ordinary trust and confidence expected of a member of society as a whole. It is the special trust and confidence expected of officers.

(2) Officers are responsible for leading and caring for their Marines; this responsibility far exceeds bonds possibly taken with other officers as friends and comrades. The trust placed in officers for the lives of the Marines they lead is a

responsibility of the highest order. But it is a trust granted on the presumption of professional conduct, and is endangered by any act which may be considered improper or that gives the appearance of impropriety.

f. The leader functions as the linking pin. The leader is also responsible for representing his/her command to the next level in the chain. In addition to duties of a supervisory nature for his/her own unit, the leader must plan and coordinate with peers and seniors in order to effectively control the employment of his/her unit. The leader is the linking pin for information, control, and influence upon the unit. He/she is also a subordinate of the leader and must be able to follow. A leader's energies are divided between leading and following.

g. The traits and principles of leadership are essential qualities that all Marines must not only understand, but continually seek to improve and live by. These fundamentals comprise only one aspect of Marine Corps leadership. They are there to provide a standard for the measurement of individual leadership abilities, as well as some time-tested leadership techniques.

(1) Leadership traits defined.

(a) Integrity. Uprightness of character and soundness of moral principles. The quality of truthfulness and honesty. A Marine's word is his bond. Nothing less than complete honesty in all of your dealings with subordinates, peers, and superiors is acceptable.

(b) Knowledge. Understanding of a science or an art. The range of one's information, including professional knowledge and an understanding of your Marines. The gaining and retention of knowledge of current developments in military and naval science, and world affairs is important for your growth and development.

(c) Courage. Courage is a mental quality that recognizes fear of danger or criticism, but enables a person to proceed in the face of it with calmness and firmness. Knowing and standing for what is right, even in the face of popular disfavor is often the leader's lot.

(d) Decisiveness. Ability to make decisions promptly and to announce them in a clear, forceful manner. The quality of character which guides a person to accumulate all available facts in a circumstance, weigh the facts, choose and announce an alternative which seems best. It is often better that a decision be made promptly than a potentially better one be made at the expense of more time.

(e) Dependability. The certainty of proper performance of duty. The quality which permits a senior to assign a task to a junior with the understanding that it will be accomplished with minimum supervision. This understanding includes the assumption that the initiative will be taken on small matters not covered by instructions.

(f) Initiative. Taking action in the absence of orders. Since an NCO often works without close supervision, emphasis is placed on being a self-starter.

(g) Tact. The ability to deal with others without creating offense. The quality of consistently treating peers, seniors, and subordinates with respect and courtesy is a sign of maturity. This deference must be extended under all conditions regardless of true feelings.

(h) Justice. Giving reward and punishment according to the merits of the case in question. The ability to administer a system of rewards and punishments impartially and consistently. The quality of displaying fairness and impartiality is critical in order to gain the trust and respect of people, particularly in the exercise of responsibility as a leader.

(i) Enthusiasm. The display of sincere interest and exuberance in the performance of duty. Displaying interest in a task, and an optimism that it can be successfully completed, greatly enhances the likelihood that the task will be successfully finished.

(j) Bearing. Creating a favorable impression in carriage, appearance, and personal conduct at all times. The ability to look, act, and speak like a leader whether or not these manifestations indicate one's true feelings. Some signs of these traits are clear and plain speech, an erect gait, and impeccable personal appearance.

(k) Endurance. The mental and physical stamina measured by the ability to withstand pain, fatigue, stress, and hardship. The quality of withstanding pain during a conditioning hike in order to improve stamina is crucial in the development of leadership. Leaders are responsible for leading their units in physical endeavors and for motivating them as well.

(l) Unselfishness. Avoidance of providing for one's own comfort and personal advancement at the expense of others. The quality of looking out for the needs of your subordinates before your own is the essence of leadership. This quality is not to be confused with putting these matters ahead of the accomplishment of the mission.

(m) Loyalty. The quality of faithfulness to country, the Corps, and unit, and to one's seniors, subordinates, and peers. The motto of our Corps is Semper Fidelis! You owe unswerving loyalty up and down the chain of command, to seniors, subordinates, and peers.

(n) Judgment. The ability to weigh facts and possible solutions on which to base sound decisions. Sound judgment is important to a leader in order to gain the respect of his/her subordinates.

(2) Leadership principles

(a) Be technically and tactically proficient. Before you can lead, you must be able to do the job; the first principle is to know your job. As a Marine, you must demonstrate your ability to accomplish the mission, and to do this you must be capable of answering questions and demonstrating competence in your MOS. Respect is the reward of the Marine who shows competence. Tactical and technical competence can be learned from books and from on-the-job training.

(b) Know yourself and seek self improvement. This principle of leadership should be developed by the use of leadership traits. Evaluate yourself by using the leadership traits and determine your strengths and weaknesses. Work to improve your weaknesses and use your strengths. With a knowledge of yourself, and your experience and knowledge of group behavior, you can determine the best way to deal with any given situation. With some Marines and in certain situations, the firm, hard stand may be most effective; however, in other situations the "big

brother" approach may work better. You can improve yourself in many ways. Self-improvement can be achieved by reading and observing. Ask your friends and seniors for an honest evaluation of your leadership. This will help you to find your weaknesses and strengths.

(c) Know your Marines and look out for their welfare. This is one of the most important of the principles. You should know your Marines and how they react to different situations. This knowledge can save lives. A Marine who is nervous or lacks self-confidence should never be put in a situation where an important, instant decision must be made. Knowledge of your Marines' personalities will enable you, as the leader, to decide how to best handle each Marine and determine when close supervision is needed.

(d) Keep your Marines informed. Marines are by nature inquisitive. To promote efficiency and morale, as a leader you should inform the Marines in your unit of all happenings and give reasons why things are to be done. This, of course, is done when time and security permit. Informing your Marines of the situation makes them feel that they are a part of the team and not just a cog in a wheel. Informed Marines perform better and, if knowledgeable of the situation, they can carry on without your personal supervision. The key to giving out information is to be sure that the Marines have enough information to do their job intelligently and to inspire their initiative, enthusiasm, loyalty, and convictions.

(e) Set the example. As a Marine progresses through the ranks by promotion, all too often he/she takes on the attitude of "do as I say, not as I do." Nothing turns Marines off faster! As a Marine leader your duty is to set the standards for your Marines by personal example. Your appearance, attitude, physical fitness, and personal example are all watched by the Marines in your unit. If your personal standards are high, then you can rightfully demand the same of your Marines. If your personal standards are not high you are setting a double standard for your Marines, and you will rapidly lose their respect and confidence. Remember your Marines reflect your image! Leadership is taught by example.

(f) Ensure that the task is understood, supervised, and accomplished. This principle is necessary in the exercise of command. Before you can expect your Marines to perform, they

must know first what is expected of them. You must communicate your instructions in a clear, concise manner. Talk at a level that your Marines are sure to understand, but not at a level so low that would insult their intelligence. Before your Marines start a task, allow them a chance to ask questions or seek advice. Supervision is essential. Without supervision you cannot know if the assigned task is being properly accomplished. Over-supervision is viewed by subordinates as harassment and effectively stops their initiative. Allow subordinates to use their own techniques, and then periodically check their progress.

(g) Train your Marines as a team. Every waking hour Marines should be trained and schooled, challenged and tested, corrected and encouraged with perfection and teamwork as a goal. When not at war, Marines are judged in peacetime roles, perfection in drill, in dress, in bearing, and demeanor, shooting, self-improvement, but more than anything else by performance. No excuse can be made for the failure of leaders to train their Marines to the highest state of physical condition and to instruct them to be skillful as the very best in the profession of arms. Train with a purpose and emphasize the essential element of teamwork.

[1] The sharing of hardships, dangers, and hard work strengthens a unit and reduces problems; it develops teamwork, improves morale and esprit and molds a feeling of unbounded loyalty. This is the basis for what makes men fight in combat; it is the foundation for bravery, for advancing under fire. Troops don't complain about tough training; they seek it and brag about it.

[2] Teamwork is the key to successful operations. Teamwork is essential from the smallest unit to the entire Marine Corps. As a Marine officer, you must insist on teamwork from your Marines. Train, play, and operate as a team. Be sure that each Marine knows his/her position and responsibilities within the team framework.

[3] When team spirit is in evidence, the most difficult tasks become much easier to accomplish. Teamwork is a two-way street. Individual Marines give their best, and in return the team provides the Marine with security, recognition, and a sense of accomplishment.

(h) Make sound and timely decisions. The leader must be able to rapidly estimate a situation and make a sound decision based on that estimation. Hesitation or a reluctance to make a decision leads subordinates to lose confidence in your abilities as a leader. Loss of confidence in turn creates confusion and hesitation within the unit. Once you make a decision and discover it is the wrong one, don't hesitate to revise your decision. Marines respect the leader who corrects mistakes immediately instead of trying to bluff through a poor decision.

(i) Develop a sense of responsibility among your subordinates. Another way to show your Marines that you are interested in their welfare is to give them the opportunity for professional development. Assigning tasks and delegating the authority to accomplish tasks promotes mutual confidence and respect between the leader and subordinates. It also encourages the subordinates to exercise initiative and to give wholehearted cooperation in the accomplishment of unit tasks. When you properly delegate authority, you demonstrate faith in your Marines and increase their desire for greater responsibilities. If you fail to delegate authority, you indicate a lack of leadership, and your subordinates may take it to be a lack of trust in their abilities.

(j) Employ your unit in accordance with its capabilities. Successful completion of a task depends upon how well you know your unit's capabilities. If the task assigned is one that your unit has not been trained to do, failure is very likely to result. Failures lower your unit's morale and self-esteem. You wouldn't send a cook section to "PM" a vehicle nor would you send three Marines to do the job of ten. Seek out challenging tasks for your unit, but be sure that your unit is prepared for and has the ability to successfully complete the mission.

(k) Seek responsibility and take responsibility for your actions. For professional development, you must actively seek out challenging assignments. You must use initiative and sound judgment when trying to accomplish jobs that are not required by your grade. Seeking responsibilities also means that you take the responsibility for your actions. You are responsible for all your unit does or fails to do. Regardless of the actions of your subordinates, the responsibility for the decision and its application falls on you. You must issue all orders in your name. Stick by your convictions and do what you

think is right; but accept justified and constructive criticism. Never remove or demote a subordinate for a failure that is the result of your own mistake.

h. Another element of leadership involves understanding the concepts and application of authority, responsibility, and accountability.

(1) Authority is the legitimate power of a leader to direct those subordinates to take action within the scope of his/her position.

(a) By extension, this power, or a part thereof, is delegated and used in the name of the commander. All leaders regardless of rank are responsible to exercise their authority to accomplish the mission.

(b) Equally important, however, is the idea that when a Marine of any rank is given responsibility for a mission, they must also be given the degree of authority necessary to carry it out.

(2) Responsibility is the obligation to act or to do; that which one must answer to for his/her seniors or juniors.

(a) It may include, but is not limited to, assigned tasks, equipment, personnel, money, morale, and leadership. Responsibility is an integral part of a leader's authority. The leader is responsible at all levels of command for what his/her Marines do or fail to do, as well as for the physical assets under his/her control.

(b) Ultimately, all Marines are morally and legally responsible for their individual actions. Paragraph 1100 of the Marine Corps Manual states that individual responsibilities of leadership are not dependent on authority, and all Marines are expected to exert proper influence upon their comrades by setting examples of obedience, courage, zeal, sobriety, neatness, and attention to duty.

(3) Accountability is the reckoning, wherein the leader answers for his/her actions and accepts the consequences, good or bad. Accountability is the very cornerstone of leadership. If individuals in leadership positions, whether fire team leader or battalion commander, are not accountable, the structure on which

the Corps is founded would be weakened and eventually disintegrate. Accountability establishes reasons, motives, and importance for actions in the eyes of seniors and subordinates alike. Accountability is the final act in the establishment of one's credibility. Plainly speaking, the accountable leader is saying, "The buck stops here!" Remember: accountability results in rewards for good performance as well as punishment for poor performance.

(4) Authority, responsibility, and accountability are all related. When given sufficient authority to allow him/her to carry out his/her duties, and when held accountable for the exercise of that authority, a Marine develops responsibility. Responsibility can rarely grow when individuals are not held accountable for their actions or when individuals do not have the authority to do what should be done.

i. Leaders are responsible and accountable for the effectiveness of their units. Some indicators that a leader can use to measure the effectiveness of his/her unit are morale, esprit de corps, discipline and proficiency. These factors influence each other greatly.

(1) Morale is the individual's state of mind. It depends on his/her attitude toward everything that affects him/her; fellow Marines, leaders, Marine life in general, and other things important to him/her. Morale is closely related to the satisfying of the Marine's needs. If the training, administering, and fighting of a unit is conducted so that the Marine's needs are satisfied, a favorable attitude will be developed. High morale is a state of mind which gives a Marine a feeling of confidence and well being that enable him/her to face hardship with courage, endurance, and determination. The state of morale is constantly changing. The morale of a unit can be a measurement of the leader's ability. The leader can measure morale by close observation of his/her Marines in their daily activities, by inspecting and talking to these Marines.

(a) Some specific indicators of good or bad morale in a unit are as follows:

[1] Appearance.

[2] Personal Conduct.

- [3] Standards of military courtesy.
- [4] Personal hygiene.
- [5] Use of recreational facilities.
- [6] Excessive quarreling.
- [7] Harmful or irresponsible rumors.
- [8] Condition of mess and quarters.
- [9] Care of equipment.
- [10] Response to orders and directives.
- [11] Job proficiency.
- [12] Motivation during training.
- [13] Evaluation of administrative reports such as CONGRINTs, arrests, sick call rates, etc.

(b) Morale is not constant. The other three indicators depend on morale, since morale is the sum total of the Marine's attitudes. All of the indicators are inter-related. A particular symptom may be an indication of a deficiency in more than one area. Methods to improve morale are as follows:

- [1] Teach belief in the cause and mission.
- [2] Instill in your Marines confidence in themselves, their leaders, their training, and their equipment.
- [3] Assist in job satisfaction by carefully considering job assignments.
- [4] Keep your Marines aware of your concern for their physical, moral, and spiritual welfare, as well as that of their dependents.
- [5] Establish an effective awards program.
- [6] Make your Marines feel they are essential to the unit.

[7] Recognize the Marine's desire to retain his/her individuality and treat him/her as an individual.

[8] Encourage the strengthening of their family ties, and religious association.

(2) *Esprit de corps* is the loyalty to, pride in, and enthusiasm for the unit shown by its members. Whereas morale refers to the Marine's attitude, *esprit de corps* is the unit spirit. It is the common spirit reflected by all members of a unit and provides group solidarity. It implies devotion and loyalty to the unit, and a deep regard for the unit's history, traditions, and honor. *Esprit de corps* depends of the satisfaction the members get from belonging to the unit and confidence in their leaders.

(a) Specific things to look for when evaluating a unit's *esprit de corps* are as follows:

[1] Expressions from your Marines showing enthusiasm for and pride in their unit.

[2] A good reputation among other units.

[3] A strong competitive spirit.

[4] Willing participation by your Marines in unit activities.

[5] Pride in traditions and history of the unit.

[6] Readiness on the part of your Marines to help one another.

[7] The belief that their unit is better than any other unit.

[8] High reenlistment rate in the unit.

(b) What are some ways to improve *esprit de corps* in a unit?

[1] Start newly assigned Marines off right by a reception program, including an explanation of the unit's history, traditions, and present role.

[2] Develop the feeling that the unit must excel.

[3] Recognize and publicize achievements of the unit and its members.

[4] Make use of ceremonies, symbols, slogans, and military music.

[5] Use competition to develop teamwork.

[6] Make proper use of decorations and awards.

(3) Discipline is the individual or group attitude that ensures prompt obedience to orders and initiation of appropriate action in the absence of orders. When achieved in a unit, it is an attitude that keeps Marines doing what they are supposed to do and as they are supposed to do it through strong inner conviction. Good discipline is constant and functions whether or not outside pressure and supervision is present. It is the result of good training and intelligent leadership that helps Marines withstand the shock of battle and face difficult situations without faltering. Since success in combat frequently depends upon a unit's or individual's immediate positive response, discipline demanded in the Marine Corps is far more exacting than discipline in other walks of life. Before a Marine can act resourcefully in the absence of orders, he/she must have an understanding of what is to be done and the role he/she must play. This requires training. Before Marines can respond to orders, they need confidence in their seniors. This requires leadership. Without discipline, a unit becomes a mob.

(a) Some specifics to look for when evaluating a unit's discipline are as follows:

[1] Attention to detail.

[2] Harmonious relations between unit members.

[3] Devotion to duty.

[4] Proper senior/subordinate relationships.

[5] Proper conduct on and off duty.

[6] Standards of cleanliness, dress, and military courtesy.

[7] Promptness in responding to commands and directives.

[8] Adherence to the chain of command.

[9] Ability and willingness to perform effectively with little or no supervision.

(b) Some useful methods to improve discipline in a unit are as follows:

[1] Demonstrate discipline by your own conduct and example.

[2] Institute a fair and impartial system for punishment and an equitable distribution of privileges and rewards.

[3] Strive for mutual confidence and respect through training.

[4] Encourage and foster the development of self discipline among your Marines.

[5] Be alert to conditions conducive to breaches of discipline and eliminate them where possible.

(4) Proficiency is the technical, tactical, and physical ability to perform the job or mission. Unit proficiency is the sum of the skills welded together by the leader into a smooth functioning team. A unit will attain proficiency when its leader demands high standards of individual and group performance. Proficiency results largely from training. Therefore, much of the leader's time must be spent supervising training.

(a) Some specifics to look for when evaluating a unit's proficiency are as follows:

[1] Personal appearance and physical condition of your Marines.

[2] Appearance and condition of weapons, equipment, and unit area.

[3] Reaction time of unit under various situations and conditions.

[4] Professional attitude demonstrated by the unit and its members.

[5] Troop leading ability of junior leaders.

[6] Promptness and accuracy in disseminating orders, instructions, and information.

[7] Degree of skill demonstrated when accomplishing tasks.

(b) Some useful techniques to use to improve the proficiency of a unit are as follows:

[1] Thoroughly train your Marines in their duties.

[2] Emphasize teamwork through the chain of command.

[3] Establish a sound physical conditioning program.

[4] Provide for cross training.

[5] Participate in realistic training exercises.

[6] Provide your Marines with frequent opportunities to perform duties of the next higher echelon.

[7] Ensure by inspections and training tests that your command is being developed in accordance with training programs and doctrine prescribed by higher authority.

[8] Set high standards of performance and insist that they be met.

[9] Institute and promote a professional military education reading program.

j. Marines can deploy at any time into combat. Good leaders must be aware of the current status and abilities of their unit at all times and must do their best to ensure that they are at the highest level of readiness possible.

6. Appendices

Appendix A: Excerpt from FMFM 1

Appendix B: Scenarios

APPENDIX A

PHILOSOPHY OF LEADERSHIP

(EXCERPT FROM FMFM 1)

LEADERSHIP

Marine Corps doctrine demands professional competence among its leaders. As military professionals charged with the defense of the nation, Marine leaders must be true experts in the conduct of war. They must be men of action and of intellect both, skilled at "getting things done" while at the same time conversant in the military art. Resolute and self-reliant in their decisions, they must also be energetic and insistent in execution.

The military profession is a thinking profession. Officers particularly are expected to be students of the art and science of war at all levels; tactical, operational, and strategic, with a solid foundation in military theory and a knowledge of military history and the timeless lessons to be gained from it.

Leaders must have a strong sense of the great responsibility of their office; the resources they will expend in war are human lives.

The Marine Corps' style of warfare requires intelligent leaders with a penchant for boldness and initiative down to the lowest levels. Boldness is an essential moral trait in a leader, for it generates combat power beyond the physical means at hand. Initiative, the willingness to act on one's own judgment, is a prerequisite for boldness. These traits carried to excess can lead to rashness, but we must realize that errors by junior leaders stemming from over boldness are a necessary part of learning. We should deal with such errors leniently; there must be no "zero defects" mentality. Not only must we not stifle boldness or initiative, we must continue to encourage both traits in spite of mistakes. On the other hand, we should deal severely with errors of inaction or timidity. We will not accept lack of orders as justification of inaction; it is each Marine's duty to take initiative as the situation demands.

Consequently, trust is an essential trait among leaders; trust by seniors in the abilities of their subordinates and by

juniors in the competence and support of their seniors. Trust must be earned, and actions which undermine trust must meet with strict censure. Trust is a product of confidence and familiarity. Confidence among comrades results from demonstrated professional skill. Familiarity results from shared experience and a common professional philosophy.

Relations among all leaders, from corporal to general, should be based on honesty and frankness, regardless of disparity between grades. Until a commander has reached and stated a decision, each subordinate should consider it his/her duty to provide his/her honest, professional opinion; even though it may be in disagreement with his/her senior's. However, once the decision has been reached, the junior then must support it as if it were his own. Seniors must encourage candor among subordinates and must not hide behind their rank insignia. Ready compliance for the purpose of personal advancement the behavior of "yes-men" will not be tolerated.

PHILOSOPHY OF COMMAND

It is essential that our philosophy of command support the way we fight. First and foremost, in order to generate the tempo of operations we desire and to best cope with the uncertainty, disorder, and fluidity of combat, command must be decentralized. That is, subordinate commanders must make decisions on their own initiative, based on their understanding of their senior's intent, rather than passing information up the chain of command and waiting for the decision to be passed down. Further, a competent subordinate commander who is at the point of decision will naturally have a better appreciation for the true situation than a senior some distance removed. Individual initiative and responsibility are of paramount importance. The principal means by which we implement decentralized control is through the use of mission tactics, which we will discuss in detail later.

Second, since we have concluded that war is a human enterprise and no amount of technology can reduce the human dimension, our philosophy of command must be based on human characteristics rather than on equipment or procedures. Communications equipment and command and staff procedures can enhance our ability to command, but they must not be used to replace the human element of command. Our philosophy must not only accommodate but must exploit human traits such as boldness, initiative, personality, strength of will, and imagination.

Our philosophy of command must also exploit the human ability to communicate implicitly. We believe that implicit communication to communicate through mutual understanding, using a minimum of key, well-understood phrases or even anticipating each other's thoughts is a faster, more effective way to communicate than through the use of detailed, explicit instructions. We develop this ability through familiarity and trust, which are based on a shared philosophy and shared experience.

This concept has several practical implications. First, we should establish long-term working relationships to develop the necessary familiarity and trust. Second, key people "actuals" should talk directly to one another when possible, rather than through communicators or messengers. Third, we should communicate orally when possible, because we communicate also in how we talk; our inflections and tone of voice. And fourth, we should communicate in person when possible, because we communicate also through our gestures and bearing.

A commander should command from well forward. This allows him/her to see and sense firsthand the ebb and flow of combat, to gain an intuitive appreciation for the situation which he/she cannot obtain from reports. It allows him/her to exert his personal influence at decisive points during the action. It also allows him/her to locate himself/herself closer to the events that will influence the situation so that he/she can observe them directly and circumvent the delays and inaccuracies that result from passing information up the chain of command.

Finally, we recognize the importance of personal leadership. Only by his physical presence by demonstrating the willingness to share danger and privation can the commander fully gain the trust and confidence of his subordinates.

We must remember that command from the front does not equate to over-supervision of subordinates.

As part of our philosophy of command we must recognize that war is inherently disorderly, uncertain, dynamic, and dominated by friction. Moreover, maneuver warfare, with its emphasis on speed and initiative, is by nature a particularly disorderly style of war. The conditions ripe for exploitation are normally also very disorderly. For commanders to try to gain certainty as

a basis for actions, maintain positive control of events at all times, or shape events to fit their plans is to deny the very nature of war. We must therefore be prepared to cope, even better, to thrive in an environment of chaos, uncertainty, constant change, and friction. If we can come to terms with those conditions and thereby limit their debilitating effects, we can use them as a weapon against a foe who does not cope as well.

In practical terms this means that we must not strive for certainty before we act, for in so doing we will surrender the initiative and pass up opportunities. We must not try to maintain positive control over subordinates since this will necessarily slow our tempo and inhibit initiative. We must not attempt to impose precise order to the events of combat since this leads to a formalistic approach to war. And we must be prepared to adapt to changing circumstances and exploit opportunities as they arise, rather than adhering insistently to predetermined plans.

There are several points worth remembering about our command philosophy. First, while it is based on our warfighting style, this does not mean it applies only during war. We must put it into practice during the preparation for war as well. We cannot rightly expect our subordinates to exercise boldness and initiative in the field when they are accustomed to being over-supervised in the rear. Whether the mission is training, procuring equipment, administration, or police call, this philosophy should apply.

Next, our philosophy requires competent leadership at all levels. A centralized system theoretically needs only one competent person, the senior commander, since his/her is the sole authority. But a decentralized system requires leaders at all levels to demonstrate sound and timely judgment. As a result, initiative becomes an essential condition of competence among commanders.

Our philosophy also requires familiarity among comrades because only through shared understanding can we develop the implicit communication necessary for unity of effort. And, perhaps most important, our philosophy demands confidence among seniors and subordinates.

APPENDIX B

PHILOSOPHY OF LEADERSHIP

(SCENARIOS)

(Note: Instruct the Marine to read these scenarios and, using leadership traits, principles, and indicators of unit effectiveness as a guide, and keeping in mind the relationship between authority, accountability, and responsibility, identify leadership fundamentals that are lacking or present and recommend courses of action.)

1. Your battalion is deploying on a six month Med. cruise four days from now. LCpl Smith, a member of your platoon, was married six weeks ago to his high school sweetheart and moved her into a trailer in town. They have just learned that she is two months pregnant. He and his wife feel that he should be excused from the deployment. He has requested to speak with you because his squad leader and platoon sergeant advised him that he would have to go on the cruise and that he would have to make other arrangements for his family.

What leadership fundamentals are lacking?

(LCpl Smith is weak in the following leadership traits: unselfishness, loyalty, judgment, dependability. However, due consideration must be given to Smith's age and level of maturity, as well as to the pressures of his personal situation. In general, his morale is in the dumps.)

What is the best course of action in this situation?

(Correct this situation by talking to him about the importance of your unit mission and the important role that he plays in accomplishing that mission. Also, let him know that you understand the difficulty of his situation, but that there are ways to handle it; other Marines have had to do the same. His wife could go home, key wives network, etc.)

(Leadership principles that apply here include: knowing your Marines and looking out for their welfare; developing responsibility among subordinates. In this case helping Smith to develop responsibility entails holding him accountable for

carrying out his duties to the Marine Corps, his unit, and his fellow Marines in the face of personal hardship. In the long run, this development is in Smith's best interest.)

2. Your squad leaders are very active, exercise broad authority, and have a strong influence on their Marines. Fire team leaders have not been showing much initiative. They are competent, but are not forceful. Fire team members often seem confused, but are attentive to both fire team and squad leaders.

What leadership fundamentals are lacking?

(Proficiency of the fire team leaders (FTLs) and of the squad leaders.)

What is the best course of action in this situation?

(FTLs need to be given a chance to take some responsibility and initiative. If necessary, you may have to talk to your squad leaders and have them back off a bit to give the FTLs a chance. You should also talk to the squad leaders about their responsibility to develop their subordinates. They should keep in mind the relationship between authority, accountability, and responsibility. If they give their FTLs enough authority and then hold them accountable for what they do or do not accomplish, their FTLs will quickly develop responsibility. At the present time the squad leaders, in their desire to get things done expeditiously, are not allowing their FTLs to develop and learn.)

3. Your SNCO does not seem at all enthusiastic about the decisions you make and the orders you give. Additionally, he doesn't supervise the carrying out of those orders unless he is specifically told to do so.

What leadership fundamentals are lacking?

(The SNCO seems to have a morale or discipline problem which is affecting his job performance. Specifically, he is lacking the leadership traits of dependability, initiative, enthusiasm, and loyalty. Another possibility is that your orders and decisions are misguided. If this is the case, you're in a world of hurt, but the SNCO would still be lacking loyalty and integrity in that his duty is to inform you (tactfully) of his opinion about your decisions.)

What is the best course of action in this situation?

(Counsel the SNCO on what you see as the problem. Recognize that you want to preserve a good working relationship if you can. Directly approach the problem; is there a personal problem? You could possibly find out more about the SNCO from another officer in the unit who knows him better than you do. If there is no explanation for his attitude, then more forceful action will be necessary.)

4. The unit Sergeant Major is retiring in a few days. Your Marines are irate over having been pressured by their SNCOs to donate money for a retirement gift.

What leadership fundamentals are lacking?

(There are two possible problems: SNCOs are not aware they should not be pressuring the troops to give or it could be that the troops lack *esprit de corps*, or just don't like the SgtMaj.)

What is the best course of action in this situation?

(You should talk to the SNCOs; make them understand that it's probably more appropriate to only get money from the SNCOs and officers.)

5. Your unit training has been conducted in garrison and classrooms for two weeks. You notice the interest and attention is poor in spite of excellent instruction. You also notice that past field exercises have had a lot of dead time, sitting or standing around. You are going to the field next week and will have every morning and evening to do as you desire with your platoon; the company will schedule the afternoons.

What leadership fundamentals are lacking?

(Morale and lack of motivation during training. *Esprit de corps*, proficiency, and discipline could also be deficient.)

What is the best course of action in this situation?

(Develop, along with your subordinate leaders, a good plan for interesting and effective training in the field. It should relate to what your Marines learned in class in order to give them more reason to listen in class. Leadership principles that apply here include training your Marines as a team, setting the example, and keeping your Marines informed. Any aspect of training comes under looking out for the welfare of your Marines. Your own enthusiasm and interest (and that of the instructors) can help to light the spark with your Marines. Training your Marines as a team might help improve esprit. The morale problem is a tougher nut to crack, but the Marines must get the message that what they are doing is important. Relate the training to the mission and ensure that all hands understand the mission and its importance.)

6. There is a ceremony being held tomorrow at the battalion dining facility. The entire battalion has been directed to attend in the uniform of the day. It will be the anniversary of the establishment of the regiment, with a band, speeches, rededication, and a special meal. Many of your Marines have stated that they think this is just harassment, causing them to get a clean uniform dirty.

What leadership fundamentals are lacking?

(Lack of *esprit de corps*, possibly morale.)

What is the best course of action in this situation?

(You could call a platoon meeting and go off on the platoon while instructing them on the regiment's history, but this will probably have the effect of reinforcing their feelings of being harassed. Once they sit through the ceremony, they will probably find themselves enjoying the experience. Marines tend to bitch and moan, but they can't help but enjoy a ceremony in which tradition and history are re-emphasized. That's what most of them enlisted for.)

7. You see a PFC wandering around in your company area. He/she looks tired and bewildered. Your questions reveal that he/she joined the company last night and slept on a couch in the recreation room, missed morning chow because he/she didn't have a

meal card, and has only seen a clerk in the company office who told him/her to come back when the office wasn't so busy.

What leadership fundamentals are lacking?

(*Esprit de Corps*, lack of readiness to help one another discipline, devotion to duty, proficiency)

What is the best course of action in this situation?

(The leadership principles that apply are looking out for the welfare of your Marines; ensuring that the task is understood, supervised, and accomplished; and developing a sense of responsibility among your subordinates. If the duty folder does contain instructions on how to handle new joins, then the particular NCO who was on duty has a lot to answer for, as does the company clerk who turned the Marine away. Possibly talk to the NCOs about why no one took the time to question this Marine and help him/her out. Reinforce the rule that we go out of our way to help one another and that we have to watch out even more for the junior Marines.)

8. Your NCOs have informed you that the individuals in the platoon work well together, understand each other, and get along with one exception. There is a constant problem over the type and volume of music being played in the barracks after hours. The problem is not only music; it's racial. Some blacks like rap music and some whites like rock; neither group likes the other's music. The music and the arguments keep getting louder. The NCOs are concerned that this situation is going to affect the working relationship of the Marines and may escalate into a racial problem in general.

What leadership fundamentals are lacking?

(*Esprit de Corps*, discipline, and lack of harmonious relations between unit members.)

What is the best course of action in this situation?

(Very realistic scenario. Mention Walkmans on deployment. Marines need to realize that as a unit and as Marines, they can't let music come between them. What's needed is mutual respect, consideration for others, and self-discipline. Enforce a volume

limit and within rooms have roommates work it out. Headphones are a solution. This isn't a question of rights; it's a question of common sense and consideration for fellow Marines.)

9. You are invited by a fellow platoon commander to go to a bar. While there, you notice some of your Marines and exchange greetings. Later in the evening they offer to buy you a drink and sit down to talk. While talking, you notice that they drop the "sir" and "lieutenant." You didn't correct them in order to avoid any discomfort to them or yourself. The next day, your platoon sergeant mentions that he/she heard you had a pretty good evening and were getting pretty tight with some of the troops.

What indicators are lacking?

(Discipline.)

What is the best course of action to take in this situation?

(The biggest mistake was in not correcting the Marines in the bar. At this point it probably isn't a good idea to make a big deal out of it. Let it lie, but DO NOT compromise yourself in that manner again. If any of those Marines tries to be overly familiar in the future, you must make it very clear to them that they are way out of bounds.)

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LEADERSHIP ROLES

1. Introduction. General Bruce C. Clarke, USA (Ret) stated, "Rank is given you to enable you to better serve those above and below you. It is not given for you to practice your idiosyncrasies." In fact, the greater your rank, the greater are your responsibility and authority to influence the action to accomplish your mission and enhance your Marines' welfare. This authority and responsibility is inherent in your role as a Marine leader.

2. Overview. During this discussion we will examine Marine leaders' roles, traditional tasks and duties, interrelationships, and how to establish and maintain these relationships. We will look at rank structure, and discuss its role in defining the Marine team. This understanding will aid you in the future to mold your next unit into a cohesive and efficient fighting machine.

3. References. The following provide additional information on leadership roles in the Marine Corps:

The Marine Officer's Guide
Handbook for Marine NCO's

4. Discussion Leader Notes. Not applicable.

5. Discussion

a. How an established rank structure aids the Corps in carrying out its mission.

(1) Marines exercise their duties, responsibilities, and authority within the Corps' organizational structure; without organization, the Corps would be a shapeless, ineffective force unable to carry out its assigned mission.

(2) The success of the Corps depends upon all Marines carrying out their duties and responsibilities to ensure mission accomplishment.

b. What does the rank structure provide for?

(1) A set chain of command provides the "who is in charge" structure required to get things done.

(2) Standardized organizational structure provides a base that allows personnel to move to different billets within the Corps and still understand what is going on.

(3) Established lines of communication define the "who needs to know" for the decision making process in the chain of command.

(4) Decentralized execution allows orders to be executed at the lowest organizational level affected by the decision.

c. Discuss the role a Marine is expected to fulfill in the structure.

(1) Two major roles a Marine is expected to fulfill are institutional (the role as a professional) and organizational (how a Marine functions in his/her role in the unit).

d. Institutional roles a Marine is expected to fulfill.

(1) An American fighting man in the Corps

(2) A Marine in his/her role as either an enlisted Marine or officer.

(3) A Marine serving in a specific grade.

(4) A Marine serving a specific MOS

(5) A Marine serving as a role model, an example for others combining all of the above.

(6) These roles center on the ideas and goals of expected behavior for Marines by the Marine Corps as a professional institution. The leadership traits and principles are examples of institutional behavioral ideals and goals for Marines.

e. Institutional ideals and goals Marines are expected to live up to.

(1) Adherence to the Code of Conduct.

(2) Service to the country through mission accomplishment.

(3) Being prepared to inflict death or injury on an enemy during war.

(4) Complying with the basic customs, courtesies, and traditions of the Corps.

(5) Serving as an example to subordinates in the performance of duty, in the sharing of hardship and danger, and above all in upholding the high standards of moral and ethical behavior.

f. Organizational roles Marines perform in their units.

Organizational roles are often linked with or incorporated with institutional roles. These roles include additional expected behavior that goes with a specific unit, such as a member of the disbursing branch, recon battalion, or an aviation maintenance section. Such roles:

(1) Enable the individual to identify with the unit.

(2) Set the organization apart and give it a special nature.

(3) May require the individual to adopt special customs, a different manner of dress, and a general personality characteristic.

g. How does being a senior affect your role?

(1) Your understanding of what role you should play.

(2) Your subordinates' expectations.

(3) Your institutional and organizational roles.

(4) Your acceptance of your responsibilities in your rank and position.

(5) Your subordinates' realization of your responsibility for mission accomplishment.

(6) Your subordinates' recognition that your ability to influence a given situation is limited.

(7) The standards and ethics of the Corps and your unit.

h. What do subordinates expect from their leaders?

(1) Honest, just, and fair treatment.

(2) Consideration due them as mature, professional Marines.

(3) A climate of trust and confidence.

(4) Acceptance of their errors and being allowed to learn from them.

(5) Personal interest taken in them as individuals.

(6) Loyalty.

(7) The best in leadership.

(8) That their needs be anticipated and provided for.

(9) To be kept informed.

(10) Clear-cut, positive decisions and orders which are not constantly changing.

(11) Demands on them that are commensurate with their capabilities.

(12) That work be recognized, and publicized when appropriate.

i. What do seniors expect from their subordinates?

(1) Fulfillment of your organizational roles.

(2) Responsible behavior and use of initiative.

(3) Loyalty to seniors as an example for subordinates and peers by giving willing and obedient service to orders, whether in agreement or not.

(4) If conflict exists, displaying the moral courage to bring it to the senior's attention.

(5) Using abilities for the good of the mission.

(6) Take action even though complete information may not be known.

j. How do Marines function and interact with one another within their institutional role?

Our day to day contact with one another as professional Marines crosses both unit and organizational boundaries and includes direct and indirect contact during business, social, or other nonsocial activities. Individuals interrelate in their institutional roles as members of the "Marine Team" and the "Band of Brothers", and as Marines in general during their day to day relationships.

k. How do Marines function and interact with one another within their organizational role?

The primary interrelationship is based on your organizational role. Here, operating within the authority of your position, you work to accomplish your mission, and see to your Marines' welfare. Within this role you are a senior, a peer, and a subordinate. Your effectiveness in accomplishing these roles is the result of your ability to function as a link in the chain of command by providing communication to subordinates regarding unit goals and objectives. As the senior you provide communication up the chain of command on your Marines' requirements to accomplish the mission.

l. Impact when a Marine fails in his/her individual responsibilities in his/her institutional role.

(1) Loses credibility.

(2) Overall prestige, respect, trust, and confidence and that of the Marine Corps are damaged.

(3) Sets a poor example for seniors, peers and subordinates.

(4) Failure may condone or reinforce the acceptance of lower standards of conduct, professionalism, discipline, morale, and esprit.

m. Impact when a Marine fails his/her individual responsibilities in his/her organizational role.

He/she may disrupt the normal functioning of the chain of command and communication flow. These problems may result in the senior's feeling the need for closer supervision, loss of confidence in subordinates, or feeling the need to personally make all the decisions.

n. Tasks and duties normally associated with officers.

(1) General officers provide long range goals and objectives, general guidance, and acquire the resources necessary to accomplish them.

(2) Field grade officers develop the plans and policies to achieve the goals and objectives within the guidance, assign missions to units, and allocate the resources.

(3) Company grade officers implement and execute the plans and their assigned mission to accomplish the goals and objectives utilizing the resources provided.

(4) Officers exercise command.

(5) Officers are accountable for mission accomplishment.

(6) Officers are accountable for unit readiness and performance.

(7) Officers set standards for units' performance.

(8) Officers are responsible for unit training.

(9) Officers delegate authority.

(10) Officers administer punishment under the UCMJ.

(11) Officers are responsible for the development and training of officers, SNCOs, and NCO's

(12) Officers are expected to support their Marines.

o. Traditional tasks and duties for noncommissioned officers. The NCO must be:

(1) A heroic leader who ensures unit success and is prepared to assume command of fighting units whose leaders have fallen. The NCO must be highly trained in warfighting skills.

(2) An accomplished small unit leader who knows his/her Marines and looks out for their welfare. He/she must be willing and able to step forward and take charge in directing the efforts of the unit toward the desired end. This is true whether the unit is a rifle squad, tank crew, work section, or maintenance shop. He/she must be available and approachable, a willing listener and advisor, able to help Marines resolve personal and professional problems.

(3) A front line supervisor. Effective NCO performance provides necessary unit cohesion.

(4) A technically proficient trainer/teacher and a role model dedicated to upgrading the performance of his/her Marines. As a teacher, the NCO provides the necessary instruction for the skill development of subordinates and the team building for coordinated action. As a role model, he/she sets the standard for how Marines should act.

(5) An enforcer of Marine Corps rules and regulations. He/she maintains professional standards and discipline.

(6) An advisor to the commander, providing necessary information to permit the commander to make qualified decisions, and to assist in problem solving.

p. Specific tasks and duties of NCOs.

(1) Train subordinates in their MOSs and basic military skills.

(2) Be accountable for actions of their squad, section, team.

(3) Enforce standards of military and physical appearance.

(4) Ensure supervision, control, and discipline of subordinates.

(5) Assist in personal and professional development of Marines.

(6) Provide the communication link between the individual Marine and the organization.

(7) Plan and conduct the routine daily operations within the policies established by the officers.

(8) Maintain the appearance and condition of unit billeting spaces, facilities, and work areas.

(9) Maintain serviceability, accountability, and readiness of assigned arms and equipment.

(10) Support, follow, and implement policy established by the officers.

(11) Maintain mutual respect with commissioned officers. This complementary relationship has a traditional, functional, and legal basis.

q. Roles/responsibilities of peers.

(1) To support and help each other.

(2) To compete in the spirit of enhancing esprit and mission accomplishment, and perfecting unit performance.

(3) To share victories, hardships, and lessons learned.

(4) To exert positive influence on their comrades by setting examples of obedience, courage, zeal, sobriety, neatness, and attention to duty.

r. Role of lance corporals and below.

(1) These Marines get the job done. No matter how difficult, how dangerous, how dirty, how heavy, how hot, how cold, or how wet, they get the job done.

(2) They carry out the General Orders of a sentry and other general and special orders, duties, and tasks assigned.

s. Some ways a leader can enhance working relationships and avoid duplication of effort and role conflict.

(1) Understand your role as the key to assisting you subordinates and seniors.

(2) Know the roles of seniors, peers and subordinates.

(3) Ensure your subordinates know and understand their roles and the roles of others around them.

(4) Train subordinates to accomplish their role, and be prepared to perform the role of their immediate supervisor.

(5) Provide subordinates feedback on how well they are accomplishing their role, and counseling them when necessary.

(6) Delegate the necessary authority for subordinates to accomplish their role, and ensure they realize what they are accountable for.

(7) Give them the necessary resources and freedom of action to accomplish their tasks.

(8) Give them the respect due their position and require others to do the same.

(9) Adhere to the standards of the Corps.

(10) Maintain open communication lines and squelch rumors.

(11) Ensure subordinates are capable of accomplishing assigned tasks.

t. What references aid us in role clarification.

(1) The Marine Officer's Guide- Chapters 11,16,17,21,22,and 24

(2) NCO Handbook- Chapters 1,12,13,14,15,17,18,19,21.

(3) MOS Manual

(4) Promotion Manual

(5) Appropriate FM/FMFM's

(6) Unit mission statements

u. Summary. Review the purpose statement with the group, and recap the major points discussed.

6. Appendices

Appendix A: Combat Leader's Code

APPENDIX A

LEADERSHIP ROLES

COMBAT LEADER'S CODE

You are a leader. The combat efficiency of your unit depends largely upon you and your ability to lead. You must inspire your Marines to perform their duties in keeping with the highest traditions and standards of the Marine Corps. If you are to lead Marines into battle and perhaps to their death, there are certain things you must know. There are certain qualities you must develop. There are certain things you must do.

You must know your job and do it well. You must know how to control and employ your unit under varied conditions in the attack, in the defense, on patrol in the jungle or desert, in built-up areas, in mined and booby trapped areas, in every situation, climate and place wherever your unit is required to fight. You must be skilled in the military sciences and in use of weapons with which your Marines are equipped. You must know how to employ these weapons and the damage they will inflict upon the enemy, his fortifications, weapons, and equipment. You must ensure your Marines know the basics: care and use of weapons and equipment, camouflage, fire and maneuver, cover and concealment, preparation of fighting positions, use of supporting arms, land navigation, discipline, hand to hand combat and other essentials on how to fight, survive, and win on the battlefield.

You must know your Marines and take care of them. You must learn all you can about each Marine in your unit: their background, their problems, their strong and weak points, their military skills, their endurance and courage. This knowledge will help you to predict and influence their actions; it will enable you to make the most of each Marine's abilities. You must maintain the esprit de corps of your unit by molding the individual spirits and talents of your Marines; by taking an interest in each individual; by taking care of them before taking care of yourself; by treating them fairly and firmly; by providing tough, realistic, fundamental training to ensure their success and survival; by thrusting goals into their lives to improve themselves, our Corps and Country. You must develop in them a deep pride to keep their honor clean. By knowing your Marines, you can teach them more effectively. You must prepare them mentally and physically for the demands of combat. You must

instill an unconquerable, aggressive spirit which will make them desire to close with and destroy the enemy. You must build a feeling of comradeship and brotherhood, a team spirit that will make them victorious in battle and determined never to accept defeat. You must cultivate in them self-confidence; self-discipline; a sense of responsibility; the persistence to overcome all obstacles; a sense of duty, honor, and love of Corps and Country.

You must know yourself and be a professional in every sense of the word. You must know your strong and weak areas and improve them. Your attitude should be positive and enthusiastic. Your performance and bearing should be beyond reproach. You must be thorough. You must be loyal to seniors, to peers, and to the Marines in your charge. Your integrity must be unquestionable. You must be morally responsible and worthy of special trust and confidence. You must communicate effectively, maintain a sense of honor, and remain flexible. You must keep your word, keep your head, and keep your temper.

It is not only what you know that's always important. It's what you do, and how and when you do it that counts. Positive action is the key. The best way to gain the confidence and respect of your Marines is to set a strong example. You must be a fighting example to your Marines. Treating them with dignity and respect and being calm, courageous, and decisive in combat will inspire your Marines to function effectively as a fighting team, to assault hot landing zones, hump backbreaking ridges, follow you to hell and back, and go the last hundred yards to victory!

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LEADER STYLES

1. Introduction. Our goal as Marines is to fight and win wars. We accomplish this goal by drawing upon experiences gained from reading, through personal experience, and often from techniques passed down from Marine to Marine. Leadership is the life-blood of the Marine Corps. Unfortunately, there is no single manual or course of instruction that teaches the many styles of leadership. Instead, it is up to each Marine to capture his/her own ideas and lessons learned, combine them with current Marine Corps doctrine, and pass on to their fellow Marines the importance of leadership.

2. Overview. The purpose of this discussion is to show that different situations dictate different leadership styles. In addition, it will offer suggestions on how to identify the most appropriate leadership style for a given situation.

3. References. The following provide additional information about leadership and its various styles:

FMFM 1-0, Leading Marines

4. Discussion Leader Notes

a. By the end of this discussion, all attendees should be able to identify the four types of leadership styles as discussed.

b. Use various scenarios and reference to aid in the identification of corresponding leadership styles.

5. Discussion

a. Leadership style is the behavior pattern of a leader, as perceived by his/her Marines, while the leader is attempting to influence, guide, or direct their activities. Therefore, a Marine's leadership style is not always determined by his/her thoughts, but rather by the subordinate's. A leader must always be aware of this perception and how to best approach subordinates in various situations.

b. Leadership styles range from autocratic, the degree of authority used by the leader, to democratic, the degree of

authority granted to the subordinate. The following are the four most common styles of leadership found in the Corps today.

(1) Telling Style. One-way communication characterized by the leader making a decision and announcing it without input from subordinates. In a crisis, the leader is expected to be an authoritarian. As leaders, Marines are expected to always be ready to step to the forefront and take control of any given situation. As warfighters there will be times that we will make decisions without input from subordinates, especially during tense and/or dangerous situations.

(2) Selling Style. The leader presents a decision and invites questions and comments. This style allows subordinates to know why and what went into the decision-making process. Although this style only allows minimal participation from subordinates, it provides an avenue for better understanding, and when effectively used, it can further motivate those executing the plan. Remember, perception is the key. When leaders take subordinates into their confidence and foster two-way communication, a degree of trust and respect is formed both ways.

(3) Participating Style. With this style, the leader presents a problem, gets suggestions and makes a decision. Good two-way communication between the leader and subordinates is paramount for this style. Leaders should discuss possible alternative solutions before making their decision. This leadership style promotes initiative and ingenuity among subordinates.

(4) Delegating Style. When using this style, it is important that the leader's goals, objectives, and restrictions are clear to subordinates. The leader defines limits and allows subordinates to make decisions within those limits. This style uses mission-type orders and guidelines to issue the leader's intent. The subordinate then executes the plan and performs all tasks both specified and implied with minimal supervision. This style hinges on the trust and confidence the leader places in his/her subordinates.

c. Style Variance. Leadership styles will vary depending on the amount of authority the leader decides to use or delegate. For example, when a leader is dealing with inexperienced subordinates and has a mission to complete within a tight timeline, the leader may use the telling style. On the other hand, when a leader has multiple tasks to complete, the delegating style could be a good choice. To exercise good

leadership, a Marine must be consistent; however, his/her leadership style must be flexible since no one style is applicable for all situations. Other factors that will influence a particular style a leader will use are:

(1) Ability, experience, and training of subordinates. The greater the ability of a Marine or a group of Marines to accomplish the mission/task, the less direct supervision and guidance needed.

(2) Motivation and willingness. The level of motivation and willingness is directly proportional to the amount of "push" the leader will need to exert to accomplish the mission/task. Motivated Marines are a by-product of effective leadership.

(3) Mission/task. The more complex the mission or task, the greater the need for specific direction from the leader as to the who, what, when, where, why, and how, unless the subordinate has relatively equal knowledge and experience of the mission/task at hand.

(4) Size, composition, and organization. Larger groups tend to be more diversified in composition and require greater organization. A well-organized and well-led unit will produce outstanding results.

(5) Expectations of subordinates. The expectations of subordinates are especially important during transition periods between leaders. During these transition periods, subordinates "size-up" their new leaders. Therefore, the leader needs to be aware that some confusion and difficulty may occur in the communication process between the leader and subordinates because of the difference in leadership styles to which they may be accustomed.

(6) Trust in subordinates. The higher the degree of trust a leader has in subordinates, the greater the degree of flexibility the leader will have when choosing the proper leadership style for a given situation. A low degree of trust in subordinates severely limits the leader's options when choosing a style of leadership.

(7) The leader's morals. The importance of high moral standards cannot be over-emphasized. The title Marine is synonymous with trust and responsibility. Marines must understand that, along with the title, comes a burden of responsibility to uphold our profession honorably. High

standards are expected of Marines, who must always act and carry themselves accordingly. A leader positively reinforces these standards by demonstrating high moral values in his/her own leadership style. Leaders today must be at the forefront in standing for what is right and just. Marines find comfort in knowing that their leader is morally and ethically sound and can always be counted upon to do the right thing. The right morals and values must be the cornerstone of every leader's philosophy and leadership style.

(8) The leader's degree of confidence. A confident leader creates confidence in his/her subordinates. As a normal rule, Marines react very well under cool and calm leadership, especially when the leader displays this confidence under stressful and/or dangerous situations.

(9) The leader's success with a particular style of leadership used before in a similar situation. Leaders have a tendency to lean toward a particular style when it has been successfully proven to work in the past under similar situations. A proven leadership style is of value. However, just because it worked once before does not mean that it will work every time.

(10) The styles of leadership that the leader has been exposed to in his/her time in the Corps. If a leader has been exposed to a certain leadership style, especially early on in the leader's career, this style has a tendency to influence the leader regardless of whether the style was good or bad. Leaders should continue to learn what works effectively for them, thereby enhancing their own style of leadership. One must also make note of what causes confusion and take measures to preclude this from happening.

(11) The type of personality the leader possesses. All Marines have a natural leadership style with which they are comfortable. It is important to be oneself and not to make a style of leadership work when it does not conform to one's own personality. Marines can see through these types of leaders, a fact that inhibits trust and respect between subordinate and leader. Genuine care and concern will pay the type of dividends that all leaders want to achieve.

d. Personalities. It is unrealistic to think that one style of leadership can be used effectively to obtain the desired results in every situation. Command is the projection of the leader's personality. Leadership is closely related to one's personality. A leadership style that works well for one may not

work well for another. Leadership styles are most effective when they become an implementation of the leader's own philosophy and temperament and when they fit the situation, task and the Marines to be led. Marines should strive to promote all that is positive in their style of leading.

e. Summary. The bottom line of leadership is to accomplish the mission and look out for the welfare of those led. A leader's style must be flexible enough to meet any situation while providing for the needs of subordinates. One thing in common among great leaders is the ability to read how people will perceive a given order or action, and use the approach that will effectively communicate the leader's orders to subordinates. Never be afraid to use different styles because the situation and those to be led will never be the same twice. Be dynamic and be the best role model mentally, morally and physically that you can be. Leaders today create the Corps of tomorrow.

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LEADER AND FOLLOWER

1. Introduction. To be a good leader, Marines of all ranks need to know their responsibilities as both a leader of Marines and a follower. There should be no gray areas in these responsibilities.

2. Overview. The purpose of this instruction is to discuss the philosophy, policies, and relationships between leader and follower, and the techniques for establishing and maintaining proper senior-subordinate relationships. Finally, we will identify and analyze some improper senior and subordinate relationships.

3. References

Marine Corps Manual, paragraph 1100 (establishes guidelines for leadership and personal relationships)

Manual for Courts Martial, UCMJ Articles 92 and 134

Manual for Judge Advocate General of the Navy and Navy Regs (establish individual authority and standards of conduct)

MCO 5330.3D Civilian Employment of Marine Personnel, paragraph 10. (Outlines policies and regulations guiding business relations between senior and subordinate.)

Webster's 9th New Collegiate Dictionary

4. Discussion Leader Notes. Not applicable.

5. Discussion

a. Definitions

(1) Leader. A leader is defined by Webster as "one who or that which leads."

(2) Follower. A follower is defined as "one in service of another, one that follows the opinions or teachings of another, or one that imitates another."

(a) In the Marine Corps, this leader-follower is discussed as senior-subordinate relations. Many join the Corps

to be leaders of Marines, but we must remember all leaders are also followers of someone else. Thus, we come into the Corps to be leaders--and we continuously talk about, read, and discuss leadership--but the follower part, or followership, is often overlooked.

(b) All of your actions or inactions as a leader or a follower may be perceived differently by each individual who observes you.

Transition. Now let's look at the basis of our philosophy concerning senior-subordinate relationships.

b. Philosophy

(1) The Marine Corps' basic philosophy on senior-subordinate relations is found in paragraph 1100.3 of the Marine Corps Manual (MCM). "Effective personal relations in an organization can be satisfactory only when there is complete understanding and respect between individuals." It is further defined in paragraph 1100.4:

Duty relationships and social and business contacts among Marines of different grades will be consistent with traditional standards of good order and discipline and the mutual respect that has always existed between Marines of senior grade and those of lesser grade. Situations that invite or give the appearance of familiarity or undue informality among Marines of different grades will be avoided or, if found to exist, corrected.

(2) The following guidelines for commanders contained in the MCM apply to all seniors, officer, SNCO, NCO, and enlisted. Commanders will:

(a) Strive for forceful and competent leadership throughout the entire organization.

(b) Inform their Marines of plans of action and reasons, whenever it is possible and practical to do so.

(c) Remove those causes which create misunderstanding or dissatisfaction whenever possible.

(d) Assure that all Marines/Sailors of the command are acquainted/familiar with procedures for registering complaints/problems, together with the action taken to resolve them.

(e) Build a feeling of confidence which will ensure the free approach by subordinates for advice and assistance not only in military matters, but for personal problems as well. In other words, be approachable, both personally and professionally.

(3) Additionally the Marine Corps' philosophy includes:

(a) The concept that there should exist a "spirit of comradeship in arms" between seniors and subordinates in the Corps. This mutual understanding of their roles as the senior and the subordinate establishes the "Brotherhood/Sisterhood of Marines." As part of this unique bond, each Marine shares the common experience of depending upon fellow Marines for accomplishing the mission.

(b) The senior-subordinate relationship is based on a mutual trust and understanding and thrives on trust and confidence.

(c) The "teacher and scholar" relationship is outlined in subparagraph 1100.4.b. of the MCM, i.e., the commander has a responsibility for the "physical, mental, and moral welfare, as well as the discipline and military training" of his/her subordinates.

Transition. Let's now look at the Marine Corps' policies governing senior-subordinate relations.

c. Marine Corps Policies

(1) Policies governing the senior-subordinate relationships can be found in the following:

(a) Manual for Courts-Martial, Uniform Code of Military Justice (Article 92 and 134), Manual of the Judge Advocate General of the Navy, and Navy Regulations which establish individual authority and standards of conduct.

(b) Marine Corps Manual (paragraph 12100) establishes guidelines for leadership and personal relationships.

(c) MCO 5330.3 outlines policies and regulations guiding business relations between seniors, subordinates and civilian employees.

(d) CMC White Letters, club regulations, and housing directives specifically address special situations surrounding senior-subordinate relations in the Corps.

(2) We are guided generally in our relationships by certificates of appointment, both officer and enlisted. These certificates are commonly referred to as promotion warrants. These documents:

(a) Establish the basis of your rank, status, authority, and responsibilities.

(b) Establish that very "special trust and confidence" between the senior and junior to perform your duties in the best interest of the Corps.

(c) Allow you to issue appropriate orders to all subordinates who are obliged to follow them.

(d) State you are subject to the orders and directions of seniors.

(e) Support the U.S. Supreme Court ruling that, "the taking of the oath of allegiance is the pivotal fact which changes the status from that of civilian to that of a [Marine]."

(3) Marines must know what is unacceptable between ranks--both officer and enlisted--whether in the work place or a social setting. These parameters should be dictated by the senior Marine in a manner that will not embarrass the junior.

Transition. It is now time to look at the relationship between leadership and followership.

d. Relationship between Leader and Follower

(1) Every follower is potentially a leader and every leader is also a follower.

(a) The most effective follower is that individual who has proven leadership abilities and who is loyal, dependable, obedient, and dedicated to uphold their responsibilities and perform their duties to the best of their ability, as well as exert positive influence upon their fellow Marines.

(b) Followership must be an integral part of our philosophy, for it is the base upon which future leaders are tempered and its enhancement among subordinates will ensure that professionalism is keyed at all levels--followers, as well as leaders.

(c) The most effective leaders are good followers. They set the example of followership and leadership for their subordinates. Subordinates watching the example of a leader can only be expected to exhibit the same degree of "followership" they observe. Leaders cannot pick and choose the orders they will or will not follow. This could set the stage for a double standard which will compromise their position and confuse the follower.

(2) We spend most of our formative years in following (and demonstrating signs of leadership) and though we study and try to abide by the leadership principles, we tend to copy the style and methods used by former leaders. We pick out some leader, or the strong points of several leaders whom we have followed, and try to emulate them. Marines can also learn what not to do by observing poor leaders using poor leadership. In theory, if a follower could acquire a combination of the good features they have observed in their leaders, they would command the qualities of the ultimate leader. So there is a very close relationship between leadership and followership.

(3) The follower must have a personal commitment to the successful completion of his/her mission or assigned task. The most effective follower is the one who accepts the necessity for compliance and who is committed to placing the needs of others above his/her own. Dedication is a commitment to a system or ideal. It is the vehicle of self discipline, competence, responsibility, and professionalism; it is the follower's guideline. Leaders are useless without followers, and followers are useless without leaders.

(4) Leaders must treat their followers as Marines and as individuals. Marines stripped of their dignity, individuality,

and self-respect are destined to mediocrity and are potential "problems." The leader must ensure that what is best for the many can be achieved without cramping the life style or withering the individuality and initiative of those who follow. Leaders can achieve loyalty, obedience, and discipline without destroying independence.

(5) The leader must realize each Marine is a unique individual, and that it is natural to treat each one differently. The leader who claims: "I treat all my Marines alike," is confusing leader-follower relations with policy. Leadership relations with all followers should be consistent (i.e., fair, firm, understanding, etc.); their policies must not fluctuate (all shoes will be shined daily and everyone will have a regulation haircut); their actions should be reasonably predictable to their followers, who must know what is expected of them. The Marine from the Bronx who comes from a broken home, however, is different from the Marine from a Kansas farm with close knit family ties--the leader will find it most difficult to counsel, communicate with, or otherwise treat these Marines alike.

(6) Most Marines expect and seek tough training or they wouldn't have joined in the first place; but Marines can be tougher, perform better in garrison, and fight harder in combat if their leaders show they care. Making Marines feel they belong and treating them with dignity and respect, makes them feel important and valuable.

Transition. Let's now work on developing good followership.

e. Developing good Followership

(1) A leader is responsible for the development of good followership. Suggestions include:

(a) Listening--to be an effective listener, you have to practice.

(b) Encouraging subordinates to become innovative and self-starting.

(c) Setting a positive example that can be emulated.

(d) Delegating authority to subordinates and holding them accountable.

(2) Develop a sense of dedication and commitment to the mission at hand. This will be the vehicle of self-discipline, competence, responsibility and professionalism, which are key to good followership.

Transition. Now let's cement the bond between leader and follower with various techniques for establishing and maintaining proper senior-subordinate relationships.

f. Techniques. The following techniques are proven methods leaders can use to teach and instill proper senior-subordinate relations. Employment of these techniques will add to their "people skills":

(1) Subordinates should not just be a number or a face. Learn their names.

(2) Never speak ironically or sarcastically to a junior Marine. They don't have a fair chance to answer back.

(3) Build pride and respect; don't ridicule or humiliate.

(4) Ask juniors for their opinion and be an active listener.

(5) Keep your door and mind open for feedback. Be approachable.

(6) Followers frequently have advice that can save you.

(7) Give public credit to subordinates for adopted suggestions. Praise in public/counsel in private.

(8) Don't over-supervise, but coach your Marines to do a good job.

(9) Tend to the welfare of those for whom you are responsible.

(10) Leaders and followers may have a firm and forthright friendship. There may be comradeship. Frank, intellectual

discussion and the exchange of warm humor is proper. There is never a place for familiarity.

(11) If you have to be tough, be fair and impartial.

(12) Be flexible. Adjust your style to the need.

(13) Be aggressive and show courage.

(14) Look, sound, and act the role of a leader.

(15) Support your Marines with a strong personal example.

(16) Never be afraid to admit you were wrong.

(17) There is much to learn even from leaders who don't have it all.

(18) Visit unit members in the hospital, homes, barracks, sporting events, etc. You will be surprised at what you will learn, and the message you will send to your unit.

Transition. Here are some definitions and examples of improper senior-subordinate relations.

g. Improper Senior/Subordinate Relationships

(1) Marine Corps Manual paragraph 1100.4 defines an "improper" relationship as: "A situation that invites or gives the appearance of familiarity or undue informality among Marines of different grades."

(2) The sentence states that familiarity and undue informality between Marines of different grades is improper under any circumstances. It further states that it is an improper relationship if the situation invites or gives the appearance of familiarity or undue informality. A key point to remember is perception is in the eye of the beholder. You may have a relationship with a subordinate or junior that is totally above board. If, for some reason, the unit perceives that relationship to be improper, you must take steps to correct the perception. Remember, perception and intention are usually opposite to each other.

(a) Familiarity. This term identifies a relationship akin to that of an intimate or near friend and is characterized by close acquaintance.

(b) Informality. Informality refers to something done without regard to rule or regulation and contrary to custom or established precedent.

(c) Undue Informality. This phrase indicates a complete absence of formality or ceremony. It is traditional and proper that relations between seniors and subordinates be somewhat formal at all times.

(3) Examples.

(a) Fraternization.

[1] Newly promoted corporals are still going on liberty to the enlisted club or to town with their old lance corporal friends, rather than going with other NCOs.

[2] The company gunnery sergeant is dating a female PFC in another squadron.

[3] A staff sergeant goes out with the company clerks from the office for "just one drink," and stays until closing time, and has to be carried home by his/her Marines.

(b) Sexual Harassment.

[1] The platoon commander tries to put pressure on a lance corporal to go out on a date.

[2] The admin chief who leaves an indecent "pin-up" on the office bulkhead--which isn't appropriate in any instance--despite the complaints from two Marine subordinates.

(c) Business Contacts. An excerpt of MCO 5330.3_, covers improper business contacts between seniors and subordinates, and was written to prevent the subordinate from being pressured into business dealings by the senior. Such contract includes selling insurance, stocks, bonds, mutual funds, or consumer products.

[1] The selling of insurance by an officer to the Marines in his/her unit.

[2] A SNCO who rents an apartment to a clerk from his/her office.

[3] The platoon sergeant who recommends a "favorite" laundry to do the platoon's uniforms and receives a special discount or free service on his/her personal laundry/cleaning.

Transition. The effects of improper relationships can devastate a unit, betray the trust and confidence of its members, and adversely affect its morale, discipline, and *esprit de corps*.

h. Effects. Even the perception of an improper relationship must be guarded against. If someone thinks something to be true, whether it is or not, it essentially is true to that person until they have been convinced otherwise. Leaders have a responsibility to clear up rumors and correct wrong perceptions. Sometimes the only way to handle a perception problem will be to modify the activity or relationship that is causing the wrong perception.

Transition. Now that we have spent time looking more closely at senior subordinate relations, are there any questions on anything that I have covered during this period of instruction?

UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

DEVELOPING SUBORDINATE LEADERS

1. Introduction. "A spirit of comradeship and brotherhood in arms came into being in the training camps and on the battlefields. This spirit is too fine a thing to be allowed to die. It must be fostered and kept alive and made the moving force in all Marine Corps organizations."

Major General John A. Lejeune.

2. Overview. The purpose of this discussion is to develop subordinate leaders.

3. References. The following provide additional information on developing subordinate leaders:

FMFM 1-0, Leading Marines
Marine Corps Manual
Noncommissioned Officer's Handbook

4. Discussion Leader Notes

a. In the natural order of things, Marines will be promoted into ranks in which they must accept increasing amounts of responsibility. We have a duty to those Marines to prepare them for these future challenges. By doing this effectively, we also guarantee that future generations of Marines will benefit from our traditionally outstanding leadership.

b. Casualties will occur during war. When leaders become casualties, and they will, someone must be ready to step into their shoes. If that means that a lance corporal must lead a platoon, then that is what will happen. Again, it is our duty to prepare our Marines for that eventuality, for their sake and for the sake of the other Marines in the unit.

"These men are in the formative period of their lives, and officers owe it to them, to their parents, and to the nation, that when discharged from the services they should be far better men physically, mentally, morally than when they were enlisted."

General John A. Lejeune
Marine Corps Manual

c. Basically we have a moral obligation to develop our Marines into better all around people. A big part of this process is to develop their character to enable them to lead, whether or not they continue on in the Corps.

d. Our philosophy of command stresses the need for decentralized action. This demands initiative at all levels of command, and that initiative can only come from solid leadership throughout the ranks.

e. In a decentralized system, how important is leadership throughout the ranks? Very important. A decentralized philosophy of command demands initiative and leadership among subordinate leaders. Warfare, which by its nature is filled with confusion and the fog of war, demands leaders at all levels who can think on their feet and take the initiative in unexpected situations. So this is another reason why we must take time to develop those leaders.

f. The relationship between officers and enlisted Marines should "...be consistent with traditional standards of good order and discipline and the mutual respect that has always existed between Marines of senior grade and those of lesser grade." The Marine Corps Manual talks about the "Father and Son" and "Teacher and Scholar" relationship. What is meant by these phrases?

(1) "Father and son" means that the leader must provide guidance, support, and direction to the subordinate leader. The leader must be willing to spend time with his/her Marines and be available to them. For example, a father has to decide whether or not to let his son borrow the car. He does, but only because he trusts his son. He trusts his son because over the years, his son has proven himself responsible through his actions. Further, his son understands his obligation to prove himself to his father before being trusted with a major responsibility.

(2) A father must guide and encourage his son if that son is to achieve. The father must also be willing to discipline his son when the situation warrants such action. It is the same for the leader of Marines. The teacher and scholar relationship is self-evident. We must teach our Marines what they need to know with the goal of developing them to the point where they can take what knowledge we have give them and draw upon it to learn on their own. We want the scholar to eventually surpass the teacher if possible.

g. Additional points for possible discussion.

(1) Teacher/ Scholar-two way instruction.

(2) Looking out for Marines (pay, leave, awards).

(3) Mission orders and then hold their feet to the fire.

(4) All leaders should make themselves expendable.

5. Discussion

a. Insist on the use of the chain of command.

(1) Hold subordinate leaders responsible for the actions of those under them.

(2) Delegate authority commensurate with responsibility.

(3) Decisions should be made and problems solved at the lowest level in the chain of command.

b. Teach your subordinates what to do.

(1) Set standards and goals that can be met.

(2) Lofty goals and objectives have their place, but subordinate leaders need day-to-day objectives.

(3) Instruct on what you want done, trying to avoid the how.

(4) As general of the Army Omar Bradley wrote, "There is no better way to develop a person's leadership than to give him a

job involving responsibility and let him work it out. We should try to avoid telling him how to do it. That principle, for example, is the basis of our whole system of combat orders. We tell the subordinate unit commander what we want him to do and leave the details to him. I think this system is largely responsible for the many fine leaders in our services today. We are constantly training and developing younger officers and teaching them to accept responsibility."

c. Recognize achievement and accomplishment.

(1) Judicious, timely, and effective use of meritorious masts, meritorious promotions, awards, and special liberty will enhance leadership in a command.

(2) Frequent oral and written encouragement also serves to raise morale and initiative. However, do not give out awards like candy, for this tends to lessen their worth and effectiveness. Marines are not stupid, and they know who among them deserves recognition and who doesn't. When an undeserved award is given out, it cheapens the meaning of that award for those who really deserve them and demotivates those who have worked hard and received no recognition.

d. Give those that demonstrate potential increased responsibility.

(1) Use natural leaders to their fullest extent. Outspoken individuals sometimes can be a valuable aid in influencing subordinates.

(2) Use the "hard chargers" to the maximum extent possible. This should again raise the example of the father and son, with the son being given even greater responsibility as he proved that he could handle it. Also, it is just common sense, since we must allow our Marines to crawl before they can walk.

e. Give positive and direct correction of errors in judgment and initiative.

(1) Honest mistakes can be tolerated if used as teaching points.

(2) Correction of error early in the development of subordinate leaders will enhance their growth. Do not let mistakes grow into sore points.

(3) Mistakes are to be considered essential to the learning process and thus cast in a positive light. The focus should not be on whether the leader did well or poorly, but on what progress he/she was making overall to develop as a leader. Damaging the leader's self-esteem, especially publicly, should be strictly avoided. The key here is that we don't want to totally destroy a potentially good subordinate leader for making an honest mistake -- he/she is trying to learn. By focusing on what went wrong rather than on what the leader did wrong, the lesson is learned and the subordinate retains some measure of self-confidence.

f. Encourage initiative and resourcefulness.

(1) Initiative is the stimulant to growth for any organization.

(2) Recognize a new way to accomplish a task.

(3) Resourcefulness is desirable in all leaders. A subordinate who is an initiator and resourceful is highly desired.

g. Hold subordinates responsible for their actions.

Not only are subordinate leaders responsible for their personal actions, they are also responsible for the actions of those they lead. This is sometimes a tough message to get across to subordinate leaders.

h. Instill values.

(1) Leaders must emphasize the core professional values of our leadership philosophy; i.e. loyalty to the nation and the Marine Corps, loyalty to the unit, personal responsibility, and selfless service.

i. Accept increased responsibility willingly and insist that subordinates do the same.

"Can do" is a motto that bears attention. Seeking responsibility is the mark of a leader. As leaders we must seek increased responsibility for ourselves and our subordinates.

j. Stress the fact that the leader must be approachable by subordinates in an informal but not a familiar way.

This is not an open door policy. It means a frank, open approach to problems or mistakes. A relationship must be fostered between subordinates and leaders that is based on trust and confidence, not on fear of retribution. Familiarity, favoritism, or undue friendliness are not the marks of a leader and must be avoided at all costs.

k. Ensure subordinates receive the proper feedback about their performance through timely counseling.

Subordinates will continue to make errors unless they are guided along in the right direction. Additionally, counseling lets them know that you are concerned with their development.

6. Summary. **You** have the responsibility to look after the training and development of your subordinate leaders. If you fail to do this, you will not only damage the effectiveness of your unit, but you will possibly negatively impact the Marines who serve under your subordinates.

UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

COMBAT LEADERSHIP

1. Introduction. Combat leadership is the application of leadership traits and principles under conditions of extreme stress caused by enemy fire or the high probability of direct physical contact with the enemy. It is not necessary to have experienced combat to understand the essential requirements for leading men under stress. However, it is a fundamental responsibility of the leader to be mentally prepared for the experience of battle, and to adequately prepare one's Marines for this event.

2. Overview. The purpose of this period of instruction is to stimulate dialogue relating to the role of the leader in a combat environment. This discussion is intended to enhance the understanding and appreciation Marines have for developing leadership standards within their unit that will contribute to combat readiness. This will help to instill an understanding of the leader's role in combat and to enhance your ability to apply requisite leadership skills to be successful in a hostile environment.

3. References. Include the following:

Determination in Battle by MajGen T.S. Hart
Battle Doctrine for Front Line Leaders for 3d Marine Division
Combat Leadership by S.L.A. Marshall
Americans in Combat excerpt from The Armed Forces Officer
Legacy of Esprit and Leadership by MajGen John A. Lejeune
Peleliu - Recollections of a PFC by E.B. Sledge
Combat Service Support Case Study
Combat Leadership Problems
Men Against Fire by S.L.A. Marshall
Battle Leadership by Adolf Von Schell

4. Discussion Leader Notes

a. Effective combat leadership is the knowledge and application of the unchanging concepts of human behavior in battle, and a mastery of the ever-changing tactics, doctrine, equipment and weapons necessary for combat. Preparation for

combat leadership is accomplished through study and training. The appendices are provided to assist in this effort.

b. All appendices could be distributed prior to the discussion so that all participants will have had an opportunity to read these introductory articles. The discussion should stimulate an interest in additional professional readings to enhance your Marines' understanding of combat leadership.

c. Men Against Fire by S.L.A. Marshall and Battle Leadership by Adolf Von Schell are highly recommended readings for the discussion leader. Additionally, if all participants are also provided an opportunity to read one or both of these books prior to the discussion, the effectiveness of instruction will be enhanced. However, this is not a requirement for conducting the discussion.

d. Four hours should be scheduled for the discussion. If films are available, consider utilization of a scene showing intense combat from one of the recommended films prior to the discussion's introduction. Another opportunity for utilizing a film is after completing the first hour of discussion or after the second hour.

e. This discussion guide is just that, a guide, and is not meant to be the "end-all" of leadership instruction on the subject. However, it does provide the basic points for discussion. Only you, the leader, know what your unit needs most, and therefore, you must evaluate what needs to be emphasized, modified, or expanded.

f. When leading this discussion, remember that the effectiveness of the group learning experience is primarily dependent upon your preparation and your ability to fulfill your duties as discussion leader.

5. Discussion. Today we will discuss combat leadership, a subject vital to our existence. But first, let's find out:

a. WHO IS A COMBAT LEADER?

Let's read from a Marine's diary. "Briefly, the First Battalion did not fare too well before they departed from Guadalcanal. 'A' Co. left San Diego with a total of 196, including corpsmen, in the company; when relieved from Guadalcanal there were about 47 of the original company still remaining. In three attacks to the west of Matanikan, between

Point Cruz and Kohumbona, 'A' Co. was assigned as lead Company in the Battalion attack on November 2, 10 & 11, and took a large number of casualties.

By the time 'A' Company was relieved, all the officers had been killed or wounded; the First Sergeant was killed and the Gunnery Sergeant wounded; two of the four platoon sergeants had been wounded and more than half of the corporals and sergeants in the company had been killed or wounded. For a time, the CO of 'A' Company was Sergeant Burgess."

(Extract from a Marine's Diary, Sgt. James Sorensen, Rifle Squad Leader, Company A, 1st Battalion, 2nd Marines.)

b. Everyone is a potential combat leader regardless of rank or MOS and should be prepared for that eventuality. Combat may be just around the corner, and tomorrow each of us could find ourselves in a combat leadership position.

c. Regardless of how well a unit or air crew is trained, leaders must "steel" themselves for the first action. The first time a unit comes under fire or meets the enemy is a very crucial time. A unit hit by enemy fire for the first time tends to become disorganized, and consequently less effective. The men hit the deck, take cover, and wait for somebody to do something. Generally, everyone, including fire team leaders, squad leaders, and platoon leaders, react in this manner. This is the baptism of fire, what may be the most important moments in the life of the individual Marine and the unit.

d. If the unit or air crew fails to react properly and overcome its initial fears, its failure will be reflected for a long time in future actions. Confidence at this point is essential, for it becomes contagious. The Marines in the unit must have confidence in themselves, their comrades, and their leaders.

e. At this crucial moment, if all leaders at all levels supply the drive and enthusiasm needed to weld the unit together as a team again, the Marines under their command will react accordingly. If Marines are well disciplined and have been trained for this moment, all that is necessary is the igniting spark of leadership that will get the team moving again quickly. Each leader must commence carrying out the troop leading steps.

6. Troop leading steps

a. Although this discussion is not about troop leading steps, they must know the basics; review quickly as appropriate. If they don't know them, this will indicate where additional work is required.

b. Your Marines' leadership and aggressive action will provide contagious confidence that reassures every individual during combat. Once aggressive action begins, the unit will function as it has been trained to function. During this discussion we will accomplish the following:

- (1) Discuss the nature of combat.
- (2) Discuss the leadership challenges faced in combat.
- (3) Discuss how to develop combat readiness.

7. The nature of combat

a. During this period we will discuss the nature of combat. We will first define what we mean by combat, then identify the various stresses that are characteristic of the combat environment. Having identified the stresses, we will then determine what effect they have on the individual Marine and the leader. Our focus will be on the basic factors that are essential for unit survival and accomplishment of the mission in combat.

(1) WHAT IS COMBAT?

(a) For our purposes, combat will be defined as engaging the enemy with individual or crew served weapons; being exposed to direct or indirect enemy fire; and otherwise undergoing a high probability of direct contact with enemy personnel and firepower, to include the risk of capture.

(b) All Marines, regardless of MOS, must be prepared to succeed in combat. The fluid nature of modern combat operations demands that everyone on the battlefield be ready to fight and provide the necessary leadership.

(2) WHAT ARE COMMON ELEMENTS FOUND IN THE COMBAT ENVIRONMENT?

(a) The combat environment varies for Marines depending upon MOS, duties, tactics, type of conflict, etc. (Discuss this for awhile and allow various group members to describe what they have experienced or expect to experience in

combat. It would be useful to write down these inputs to assist in defining the nature of the combat environment. It should become clear that the real challenges facing Marines are generally the same even though the experiences and situations vary.) Some common elements found in the combat environment are:

- [1] Confusion and lack of information.
- [2] Casualties.
- [3] Violent, unnerving sights and sounds.
- [4] Feelings of isolation.
- [5] Communication breakdowns.
- [6] Individual discomfort and fatigue.
- [7] Fear, stress, and mental fatigue.
- [8] Continuous operations.
- [9] Homesickness.

(b) In Appendix F, E. B. Sledge describes his experiences as a PFC on Peleliu:

"For us, combat was a series of changing events characterized by confusion, awesome violence, gripping fear, physical stress and fatigue, fierce hatred of the enemy, and overwhelming grief over the loss of friends. We endured vile personal filth in a repulsive environment, saturated with the stench of death and decay...

...In combat I saw little, knew little, and understood still less about anything that occurred outside K3/5. We had our hands full fighting and trying to survive moment to moment."

(c) In the January 1983 Marine Corps Gazette article entitled "Understanding Limited War," the author provides some thoughts on what combat may mean to an individual.

"Nations may pursue war on a limited basis to ensure survival, yet combatants pursue it in all its totality for the same reason. To the individual engaged in isolated combat, there

is no big or small battle, only the fight for survival. If he fails to survive, that nondescript battle suddenly became the ultimate conflict. An isolated confrontation on a lonely jungle trail becomes World War III to the participant."

(d) Some additional questions to consider:

[1] How does the combat environment change depending upon one's rank and billet?

[2] How can these differences present different leadership challenges?

[3] How did/do the leadership challenges differ between operations/missions in Desert Storm and Somalia?

(3) WHAT STRESSES DO YOU EXPECT TO EXPERIENCE IN COMBAT?

(a) List responses on a chalkboard. The following should be discussed in detail:

[1] Extreme risk and fear.

[2] The "fog of war."

[3] Discomfort and fatigue.

[4] Casualties.

[5] Boredom.

(b) The combat environment is characterized by long periods of routine activity that tend to create a false feeling of security. When combat actually occurs, it is frequently sudden, unexpected, and characterized by extremely violent action, savage behavior and intense danger. Everyone on the battlefield, including headquarters and service support personnel, must be prepared for combat at any time.

Now let's examine these stresses in greater detail to determine their effect upon the individual Marine and you, the leader.

(4) WHAT ARE SPECIFIC SOURCES OF FEAR IN COMBAT?

(a) The possibility of being killed, wounded, or captured is always present.

(b) The noise and sights of combat have a traumatic, shocking impact upon the senses, causing confusion, and a sense of chaos that may become particularly unnerving.

(c) The apprehension that you might not "measure up" as a Marine under fire or let your buddies down.

(d) Anticipation of the unexpected; constant anxiety about the enemy's location, strength, or intentions. Knowledge that if the enemy succeeds in creating a situation which was totally unexpected, he may have a decisive advantage. This is the element of "surprise" in reverse.

(e) Fatigue itself is a source of fear. As individuals become physically exhausted, they may begin to perceive themselves to be helpless or unable to continue to fight. Air crews experiencing fatigue may begin to make critical mistakes in maintenance procedures or may begin overextending their own capabilities and that of their aircraft.

(5) WHAT EFFECT DOES THE STRESS OF FEAR HAVE?

(a) Extreme fear brings out our instinct for self-preservation. Survival is clearly a very strong motivation and will generally be a priority concern. In combat, killing the enemy helps remove that threat to your life. The alternative of not killing the enemy increases the likelihood that he will kill you.

(b) Physically, the body reacts when threatened or there is anticipation of danger. During World War II, General George S. Patton, USA, wrote a friend:

"It is rather interesting how you get used to death. I have had to go inspect the troops everyday, in which case you run a good chance...of being shot. I had the same experience everyday, which is for the first half hour, the palms of my hands sweat and I feel very depressed. Then, if one hits near you, it seems to break the spell and you don't notice them anymore."

(c) Some other physiological reactions are:

[1] Trembling.

[2] Pounding heart.

[3] Irrational laughter.

[4] Sweating.

(d) Psychological reactions might include:

[1] Inability to make decisions.

[2] Over-fixation with minor details.

[3] Displaying lack of confidence.

(6) WHY IS IT IMPORTANT TO KNOW AND BE ABLE TO RECOGNIZE THESE REACTIONS?

(a) The leader may not normally see these manifestations/reactions in peacetime. Fear must be recognized and dealt with promptly. Fear is infectious and can destroy the effectiveness of a unit.

(b) Extreme reaction to fear occurs when the individual confronts a situation where death appears to be imminent. During such instances two basic forms of behavior have been observed.

[1] "We fought like rats, which do not hesitate to spring with all their teeth bared when they are cornered by a man infinitely larger than they are."

(Statement of German soldier on Eastern Front during World War II describing how they reacted when overrun by Russian hordes. From Combat Motivation by Anthony Kellet.)

[2] "They sat there dumbly in the line of fire, their minds blanked out, their fingers too nerveless to hold a weapon." This has been termed "freezing under fire." From Men Against Fire by S.L.A. Marshall, writing about soldiers on Omaha Beach in World War II.

(7) WHAT IS IT THAT ENABLES MARINES TO OVERCOME FEAR?

(a) (Allow some discussion). Many experts have tried to answer this question, however, center attention on the following areas:

[1] Identity. Our identity as Marines conveys a special meaning to our fellow Marines; one Marine will not let another Marine down. The "felt" presence of another Marine who is counting on you to do a particular job is usually sufficient to overcome most fears.

[2] Discipline. Everyone is afraid in combat, but this fear has to be controlled so that the job can get done. All Marines must have the will power to force fear out of their minds or to overcome it and replace it with action. Concentrate on your job and actively support your fellow Marines. Everything we do as Marines reflects on the quality of our discipline, something we recognize as essential to success in combat.

[3] Esprit de corps. We are a Brotherhood of Marines. Fierce pride in our Corps and our unit is a source of enduring strength. "The Few, The Proud, The Marines" is more than a recruiting slogan; it's a way of life.

[4] Tradition. We fight and win. Every Marine must have knowledge of and pride in our history and traditional values. We will do no less than the Marines who have come before us.

[5] Training. Training develops confidence in our leadership, our fellow Marines, and ourselves. It builds morale, discipline, esprit, pride, and develops physical stamina and teamwork.

(8) WHAT SIGNIFICANCE DOES FEAR HAVE TO YOU, THE LEADER?

(a) Though leaders share the same risks and fears, they must be able to overcome their own fears, and provide the leadership necessary to achieve success in combat. They must understand the conditions that stimulate fear, and be able to inspire confidence and courageous actions by their Marines.

(9) WHAT ARE THE CONDITIONS THAT STIMULATE FEAR?

(a) The unexpected. Whenever the enemy actions appear as a surprise it will have a powerful impact upon your

Marines. Being surprised by the enemy has been described as causing the "will that controls fear to sag and crumble." At such moments leaders must exert a strong influence upon their Marines to maintain control over the unit's actions.

(b) The unknown.

[1] There is a tendency to think that the enemy is much greater in strength or ability than he really may be. Do not allow yourself to be deceived as to enemy strength or capabilities through exaggerated impressions.

[2] Regardless of how well you or your Marines are trained for combat, the first shock of realizing that the enemy actually intends to kill you is a powerful factor everyone will have to face. Until this threshold is crossed and your Marines become accustomed to functioning under fire, the leader must act decisively to ignite the confidence and individual actions that will transform fear into an aggressive unit response.

[3] The presence of a leader has tremendous value in overcoming fear, particularly at night, in adverse weather, or during lulls in the action when everyone's imagination runs wild and Marines think they may be alone or isolated.

[4] A feeling of helplessness. It is the leader who must prevent this from taking hold. The leader must act to direct and inspire the response against the enemy. Everyone has a job that must be accomplished and it is the leader who must see that everyone is doing what must be done. Action is a key to preventing this feeling of helplessness from taking hold. Keep your Marines engaged. Read or tell the story of the following excerpt from Guadalcanal Diary to make the point that the timely, reassuring presence of a leader is of immeasurable value to combatants.

"He was firing from behind a log. His face was gray, his eyes were dull and without hope. He stopped firing and looked around.

'It didn't do any good,' he said. His voice was flat, and he was speaking to no one in particular.

'I got three of 'em, but it don't do any good, they just keep coming.'

Platoon Sergeant Casimir Polakowski, known as Ski, said, 'What the hell are you beefing about? You get paid for it don't you?'

The kid managed a grin. As Ski crawled on down the line, the boy, now a man, was once more squeezing 'em off."

This excerpt identified another important factor that helps the individual "bear up" under stressful combat circumstances. The importance of humor.

(10) WHAT ACTIONS CAN THE LEADER (YOU) TAKE TO HELP OVERCOME FEAR?

(a) S.L.A. Marshall stated, "...even if they (the troops) have previously looked on him (the leader) as a father and believed absolutely that being with him was their best assurance of successful survival, should he then develop a dugout habit, show himself as fearful and too careful of his own safety, he will lose his hold on them no less absolutely." Actions the leader can take include:

[1] Be fearless, confident, and decisive. Don't let fear be reflected in your looks or actions.

[2] Ensure your Marines are able to recognize the causes and reactions of fear. It is important knowledge that will enable Marines to help their buddy.

[3] Instill a sense of unit cohesion, a belief in the band of brothers concept, and develop esprit.

[4] Do not tolerate self-pity.

[5] Talk to your Marines and encourage them, particularly just before a battle.

[6] Do not tolerate rearward movement especially when under fire without your order.

[7] Take physical corrective action as necessary.

[8] If a subordinate appears to be losing control, help him regain a positive control through direct personal leadership and then let him continue to march.

(11) WHAT DO WE MEAN BY THE "FOG OF WAR?"

This expression describes both the literal fog created by the dust, smoke, and debris of the battlefield, and more importantly the mental fog of confusion and uncertainty created by lack of knowledge of the enemy, the chaotic noise, mental and physical fatigue, and fear.

(12) WHAT SIGNIFICANCE DOES THIS STRESS HAVE TO THE INDIVIDUAL MARINE?

As with the condition of risk and fear, the individual must be able to function in an environment that may appear confusing and chaotic. By focusing his/her attention on the task at hand, on working with fellow Marines, and on the leader's commands, the individual will overcome this stress.

(13) WHAT SIGNIFICANCE DOES THE "FOG OF WAR" HAVE TO YOU, THE LEADER?

The leader must be aware of the problems caused by the confusion of battle. Tired as he or she may be, they must realize that their Marines are equally tired. They must have yet additional strength to see that commands are obeyed and essential tasks accomplished. They must help cut through the fog and confusion of combat by keeping orders clear, simple, audible, and understood, ensuring that the unit continues to function as a team. Most of all, they must make certain that their Marines never become confused about their own unit's ability to fight. Leader must ensure their units are a cohesive force on the battlefield regardless of the chaos and confusion.

(14) WHAT DOES FATIGUE MEAN TO THE LEADER?

(a) The leader is not immune to fatigue. As he/she becomes increasingly tired, he/she may lose the ability to make decisions rapidly, and may become more easily confused, disoriented, and ultimately ineffective.

(b) Leaders must understand the effects of fatigue on themselves and on their Marines and know when to provide rest. In

Appendix C, S.L.A. Marshall states: "Right on the battlefield, with an attack pending they would halt everything to order a rest or a sleep if they felt that the condition of the troops demanded it." The leader must know when to rest, especially amidst the chaos and confusion of battle. Without it, a unit will lose its effectiveness as surely as if by enemy fire. The leader must be able to recognize when fatigue is beginning to adversely affect the unit."

(15) WHAT ARE SOME KEY INDICATORS OF FATIGUE?

(a) Reckless disregard for the safety of the individual or the safety of fellow Marines.

(b) Excessive caution or unwillingness to expose oneself to even the slightest risk.

(c) Failure to fire weapons.

(d) Lack of concern for the cleanliness of weapons, the condition of vehicles, or other essential equipment.

(e) Lack of attention to aircraft maintenance/flight procedures.

(f) Lack of concern for personal cleanliness; refusal to shave, wash, eat, or drink.

(16) WHAT HAPPENS TO MARINES IF FATIGUE IS IGNORED?

As individuals become more fatigued their mental condition can deteriorate from mere weariness to becoming a psychological casualty. Rest is a preventive cure that works to keep psychiatric casualties from occurring. (Appendix A provides further insight on prevention of psychiatric casualties.)

(17) HOW DOES DISCOMFORT AFFECT INDIVIDUALS IN COMBAT?

(a) Admittedly, discomfort is probably the least of a Marine's concerns when actually engaged in combat. However, the degree to which he/she has been adversely affected by being wet, cold, hungry, thirsty, or weary does have an effect on how well he/she can respond to the enemy. Marines tend to develop a high tolerance for enduring the extremes of weather and making do without much support; however, there is a point where morale

begins to be affected and a unit's actual ability to fight becomes questionable. It is essential that the leader take care of his/her Marines, and at the first opportunity, provide for dry clothing, protection from the cold, food, or water. The following excerpt from S.L.A. Marshall's book, Battle At Best, describes how taking care of your Marines pays its dividend in combat (The discussion leader can read this or relate the story):

"At dark on 8 December, the snowfall ceased and the cold intensified. Down along the canyon road near the water gate, a brisk wind was piling the drifts as high as a man's head.

At the Battalion CP, which was partly sheltered by the canyon wall, the thermometer read thirty degrees below zero. Up on the wind-swept crags where Able Company was clearing Chinese dead from the bunkers to make room for its own ranks, and at the same time preparing to evacuate its own casualties down the iced slopes of the mountain, it must have been a touch colder than that, though there was no reading of the temperature.

All batteries had frozen. Weapons were stiffening. The camp long since had run out of water because of the freezing of canteens. To ease their thirst, the men ate snow and seemed to thrive on it.

But of the many problems raised by the weather, the most severe one was getting an average good man to observe what the field manuals so easily describe as a 'common sense precaution.'

For example, prior to marching from Chinhungni, Captain Barrow of Able had made certain that each of his men carried two spare pairs of socks. But that safeguard did not of itself ensure his force, though the men, with feet sweating from the rigors of the day, were all at the point of becoming frostbite casualties by the hour of the bivouac.

Let Barrow tell it. 'I learned that night that only leadership will save men under winter conditions. It's easy to say that men should change socks; getting it done is another matter. Boot laces become iced over during prolonged engagements in snowdrifts. It's a fight to get a boot off the foot. When a man removes his gloves to struggle with the laces, it seems to him that his hands are freezing. His impulse is all against it. So I found it necessary to do this by order, staying with the individuals until they had changed, then making them get up and move about to restore circulation.'

That process, simple in the telling, consumed hours. By the time Barrow was satisfied that his command was relatively snug, it was wearing on toward midnight. Right then, his perimeter was hit by a counterattack, an enemy force in platoon-strength-plus striking along the ridge line from 1081 in approximately the same formation which Barrow had used during the afternoon.

All that needs be told about this small action is summed up in Barrow's brief radio report. 'They hit us. We killed them all - all that we could see. We have counted eighteen fresh bodies just outside our lines!' (Note: Captain Barrow became our 27th Commandant.)

(b) In this case, looking after the men's welfare was translated directly into enabling a company of Marines to succeed in battle. Leaders must continually concern themselves with the needs of their Marines so that they will be ready to accomplish the mission.

(18) WHAT IS THE SIGNIFICANCE OF ENDURANCE TO THE INDIVIDUAL MARINE?

Killing the enemy that is trying to kill you is only half the battle; endurance is the other half. To the individual Marine, enduring discomfort and fatigue and the other hazards and stresses of combat is what must be done so that he can succeed in combat. The individual Marine must be physically strong and capable of perseverance. He/she must know that fatigue causes the behaviors that we have described; the loss of concern for survival, the erosion of will to fight, and a general apathy. These must be resisted with self-discipline and the reservoir of strength that is deep within every Marine. When necessary we can, and will endure as Marines have done before.

(19) WHAT EFFECT DO CASUALTIES HAVE ON INDIVIDUAL MARINES?

Seeing a fellow Marine go down has traumatic impact upon the individual. Combat is a brutal event and casualties are to be expected. The shock of seeing buddies wounded or killed, and the possibility that it may happen to one's self adds to the fear and apprehension of survivors; it increases the reluctance to take risks and obey the leader. How individuals respond after they take casualties is a key indicator of the effectiveness of their training, self-discipline, and preparation for combat.

(20) HOW SHOULD MARINES RESPOND TO CASUALTIES?

(a) Proper care for your wounded has a great effect upon morale. Every Marine must be assured that if he is hit, his fellow Marines will take care of him. There is an unwritten contract among Marines that if wounded and unable to fend for oneself, another Marine will come to one's aid and do all he/she can to help.

(b) During the assault, Marines cannot stop to aid a fallen buddy, and each Marine must know this. Casualties are the job of the corpsman. This is the reason corpsmen are not armed with rifles or machine guns. It is their job to look after the wounded, not to fight. Most corpsmen are "gung-ho" and many want to employ weapons other than their T/O 9mm pistol; this should not be allowed as they may tend to fire rather than take care of the wounded.

(c) At the very first opportunity, casualties should be looked after by their leaders and comrades. Every Marine must be accounted for. Dead and wounded are removed from the combat area as soon as possible.

(21) WHAT IS THE RESULT WHEN CASUALTIES ARE NOT EXPEDITIOUSLY EVACUATED?

(a) The presence of dead and wounded for a prolonged period of time hurts the morale of survivors. It is important to always care for casualties and impart confidence that whatever the cost, your fellow Marines will do all that can be done under the circumstances. If combat prevents the prompt evacuation of casualties, they should be moved to a position of relative safety and receive care until they can be evacuated.

(b) Another important task of the leader occurs after the casualties have been evacuated. At the first opportunity, communicate with the next of kin. It is also reassuring to the surviving members of the unit to know that they will not be forgotten.

(22) IS BOREDOM A FACTOR IN COMBAT?

(a) Boredom is not something one would expect to find during combat. However, the combat environment is often composed of long periods of inactivity that often lead to

careless behavior, thereby reducing everyone's chances of survival when combat next occurs. Leaders must not allow idleness or slovenly and careless behavior to happen. When enemy contact appears remote, every action must be oriented toward improving the unit's readiness to defeat the enemy. Training does not cease in combat, it continues and intensifies.

(b) We have described some of the conditions that we will experience in combat. Combat's nature is violent and brutal, generating chaotic confusion that can destroy the combatant's will to fight. Specific stresses we can expect are:

- [1] Extreme risk and fear
- [2] Confusion, the so called "fog of war"
- [3] Discomfort and fatigue.
- [4] Casualties.
- [5] Boredom.

During the next phase, we will examine how the leader can maintain morale, motivation, discipline, proficiency, and esprit de corps under combat conditions.

8. Leadership challenges faced in combat.

a. During this period we will discuss some psychological leadership challenges; how to maintain morale, motivation, discipline, proficiency, and esprit de corps in the combat environment. While the discussion will focus on the role of the leader, bear in mind that all Marines share in leadership responsibility. Since one objective of the enemy will be to break the individual Marine's will to persevere in battle, overcoming these psychological challenges are crucial to achieving success in combat. Every Marine must develop an instinctive understanding of these factors and devote his efforts to strengthening them in the unit. (If necessary, refer to "Foundations of Leadership" for other ideas in leading this discussion.)

(1) WHAT ARE SOME LEADERSHIP CHALLENGES THE LEADER MUST DEAL WITH IN COMBAT?

(a) There are basically two types of challenges leaders face in combat:

[1] Challenges that you have little or no control over, but must try to understand, to endure, and to explain.

[2] Challenges that you can influence.

(2) WHAT ARE SOME CHALLENGES YOU HAVE LITTLE OR NO CONTROL OVER?

(a) Some challenges you have little or no control over include:

[1] The type of conflict.

[2] The duration.

[3] The political guidelines and rules of engagement.

[4] The enemy's actions.

[5] The public's reaction and support.

[6] The location, weather, and terrain.

[7] The organization's mission.

[8] The organization's history.

[9] The availability and quality of replacements (personnel and equipment).

(3) WHAT IS AN EXAMPLE?

An obvious one from Lebanon is the limitations placed on Marines from entering into full combat with hostiles. This can create stress from frustration and have an adverse effect on individuals and units if we are not careful. This frustration of never "getting at the enemy" was considered an underlying explanation in the breakdown of discipline of the Army unit in the My Lai incident during Vietnam.

(4) WHAT ARE SOME CHALLENGES YOU MAY BE ABLE TO INFLUENCE?

Some challenges you may be able to influence are:

- [1] Morale
- [2] Discipline
- [3] Esprit de corps
- [4] Proficiency

(5) WHAT ARE SOME PSYCHOLOGICAL CHALLENGES FACED BY COMBATANTS THE LEADER MUST BE AWARE OF?

(a) In Annex A, MGen T. S. Hart outlines the following challenges that affect an individual's willingness and ability to fight during combat.

[1] Fear, real or imagined, is the major stress faced by all men in battle. In Battle Leadership, Captain Von Schell states:

"In peace we learn how to lead companies, battalions, regiments, even divisions and armies. We learn in books and by maps how one fights and wins battles, but we are not instructed in the thoughts, the hopes, the fears that run riot in the mind of the front line soldier."

[2] The unexpected presents challenges that they may not have been prepared for. Clausewitz summed it up:

"It is of first importance that the soldier high or low should not have to encounter in war things which, seen for the first time, set him in terror or perplexity."

[3] The unknown is what the Marine has not seen and does not know about, but has yet to be affected by. This worry and apprehension begins to eat at the individual. As the author states, "I would add that this fear of the unknown is most marked when the soldier is isolated, or at night."

[4] Fear of failure may be common among Marines, particularly those who have yet to "prove" themselves in combat. This is a real stress and many times plays an important role in

tight cohesive organizations during combat. S.L.A. Marshall states:

"When fire sweeps the field, nothing keeps a man from running except a sense of honor, if bound by obligation to the people right around him, of fear of failure in their sight, which might eternally disgrace him."

[5] The noise and sights of the battle can be particularly unnerving. No peacetime training can completely prepare an individual for the carnage or emotional impact of combat.

[6] Fear of killing is not uncommon. Peace time training may not prepare all individuals for the reality that it is often simply a matter of kill or be killed.

[7] Exhaustion is a reality and a constant danger during combat operations. When confronted daily and constantly with the stress of combat, men can come apart at the seams. In Annex A, the author writes:

"There is no doubt that troops, however well led, can only take the stress of battle for so long then they break. Any commander, at any level, who tries to overdraw the account is courting disaster."

"...the mental and the physical constantly interact. Therefore, physical fatigue, hunger, disease, thirst, and, above all, the stress of adverse climatic conditions, can reduce the physical state of the soldier to such an extent that his will to fight is broken."

(6) WHAT TYPES OF REACTIONS CAN THESE PSYCHOLOGICAL CHALLENGES CREATE?

(a) Units are made up of individuals, an obvious statement, but often it only takes one to inspire a unit to victory or lead it to defeat. Therefore, we must prepare each link in the chain sufficiently to ensure success. To do this we must understand how these challenges can affect individual performance. There are common factors that challenge all combatants.

[1] Stress As previously discussed, individual stress can have a devastating effect on individual performance. In combat it is ever present and even more important that

individuals be able to cope with it. If not, then as the author in Annex A offers:

"Despite all our efforts, when stress becomes too much, or the soldier has been under stress for too long, the will breaks and the soldier suffers psychiatric breakdown. This breakdown can be present in many forms:

[a] Panic states which result in headlong flight.

[b] Acute depression where the patient sits mute and motionless.

[c] Acute anxiety with extreme restlessness and agitation.

[d] Exhaustion states where troops show abnormal feelings.

[f] Hysterical reactions including hysterical blindness, paralysis, etc.

(b) It is to our credit that Marines have not been overcome by these problems to any great extent in the past.

(c) Some additional reactions include:

[1] Freezing under fire.

[2] Inability to make decisions.

[3] Over-fixation with minor details.

[4] Lack of confidence.

[5] Breakdown of discipline

(7) WHAT ABOUT INDIVIDUALS WHO ARE NOT CONSTANTLY EXPOSED TO THE RIGORS AND DEMANDS OF THE FRONTLINE, WHAT PSYCHOLOGICAL CHALLENGES DO THEY FACE?

(a) These units whose situations/missions may or may not bring them in direct confrontation with the enemy often present the greatest leadership challenge. They often are affected by:

[1] The stress of going back and forth from a high risk environment to a relatively safe one (e.g., air crews, pilots, motor transport personnel, etc.).

[2] Boredom brought on by a "business as usual" routine day today (e.g., rear area headquarters personnel, supply personnel, rear security area personnel, etc.).

[3] Frustration from wanting to be at the front, but being in the rear.

(8) WHAT IMPACT DO THESE CHALLENGES HAVE ON ORGANIZATIONAL EFFECTIVENESS?

(a) Discuss the effects of these factors on units. Try and focus on how, if ignored or not noticed, they can erode the basic fiber of an organization. Again, it might be useful to look at how the factors affect various units (ground, support, and air). Consider using the following indicators to assist this part of the discussion:

[1] Morale.

[2] Discipline.

[3] Esprit de corps.

[4] Proficiency.

(9) MARINES FREQUENTLY CONFUSE MORALE WITH MOTIVATION. WHAT DO THESE TWO TERMS REALLY MEAN?

(a) Allow some discussion to define the two terms. Both terms are used to describe the willingness of individuals to fight and their readiness to die for something more important than themselves; their fellow Marines, their unit, their Corps, their country, or all of these combined.

[1] Good morale is the confident, resolute, willing, often self-sacrificing, and courageous attitude of an individual to do the tasks expected of him /her by a group of which he/she is a part. It is based upon pride in the achievements and aims of the group, faith in its leadership and ultimate success, a sense of participation in its work, and a devotion and loyalty to the other members of the group.

[2] Morale is a fragile thing that tends to fluctuate even among the best Marine units. It must be a constant concern for the leader, because it is the foundation element of discipline.

[3] Motivation answers the question "why" individual Marines fight. Motivation is based on psychological factors such as needs, desires, impulses, etc. that cause a person to act. For a Marine, commitment to and pride in the unit and Corps is generally the basis for combat motivation.

(10) HOW DO LEADERS MAINTAIN MORALE IN THEIR UNIT?

(a) Teach a belief in the mission. This involves not just development of confidence that the job must be done and can be done, but the deeper understanding that their efforts and sacrifice are necessary as well. Belief in the hallowed words, "Duty, Honor, Country" must be a deep inner conviction on the part of the leader, and must be reflected in his/her actions. Marines who must endure combat will look to their leader for reassurance that the cause is just and their duty to Corps and Country is clear.

(b) Instill confidence. Maintain a positive attitude and cultivate trust and confidence in your Marines. They must have confidence in their own abilities, in their leaders, their training, and their equipment. "Leadership from the front" can be particularly effective in combat. Marines will always respond when they see their leader willing to take the same risks, capable of demonstrating the proper standards, and showing how things are to be done. Nothing instills confidence quicker than seeing effective leadership by example.

(c) Consider job assignments carefully.

[1] Risks must be shared within a combat unit as much as possible. Alternate assignments on point or flank security, rotate the dangerous duties, and resist the temptation to always utilize the "best" man for such duty. If not, morale will drop when this "best" man becomes a casualty because of prolonged exposure to risks.

[2] Do not ask for volunteers for a particularly dangerous task. Marines must depend on one another as a team, not develop an excessive reliance upon one of its members. It is

the leader who must make sure the team has the right people in the right jobs for obvious reasons.

[3] Avoid using any individual in a manner that may affect the morale of the unit; avoid assigning jobs to individuals who obviously will have difficulty accomplishing the tasks required. For instance, a machine gunner or radio operator must be physically able to carry and maneuver with a heavier load than the average Marine.

[4] Demonstrate concern and attentiveness to the welfare of your Marines. This means not only providing rest, food, and water. It means checking to see that positions and weapons are properly located, equipment and weapons are maintained properly, and attending to the numerous other details that make a unit effective. It means a habit of training and critiquing so that "lessons learned" don't have to be relearned. It means talking to your Marines as if they are members of your family. It means looking out for your Marines as they instinctively do for you.

(11) WHAT ARE SOME OF THE SPECIFIC INDICATORS OF MORALE THAT THE LEADER MUST BE CONTINUALLY AWARE OF?

(a) Appearance. If an individual begins to look sloppy, it may be an indicator that something is affecting his/her behavior. Likewise, if conditions do not allow your Marines to wash, shave, or obtain clean uniforms for prolonged periods, it can cause morale to drop. Beware of the tendency of some Marines to take on a "salty" attitude and appearance. A tolerance for sloppy appearance standards in the field may lead to an equally sloppy attitude regarding attention to details and basic field discipline, and may result in additional combat casualties.

(b) Personal conduct. Be alert for behavior that is out of character. Moodiness, sullenness, quiet withdrawal, or any sudden unexplainable change in an individual's behavior is cause for concern.

(c) Standards of military courtesy. Units having pride and confidence in their leaders maintain high standards of military courtesy all the time. Changes may be indicative of lower morale and will erode unit discipline.

(d) Personal hygiene. If individuals allow this standard to drop it can quickly affect the morale (not to mention

health) of the entire unit. Nobody wants to live in filth and regardless of how miserable the circumstances may actually be, we must do what we can to make conditions habitable. Always establish designated latrine areas, cat holes, etc., and see to it that they are used and properly maintained.

(e) Excessive quarreling. Cooperation and mutual trust and confidence in one another's ability can be adversely affected when Marines quarrel among themselves. Settle arguments quickly. Excessive quarreling is a sign that something is wrong that must be fixed. Find the source of irritation before it affects unit efficiency. Direct energies toward the enemy not fellow Marines.

(f) Rumors. Lack of information is common in combat. Rumors can plant the seeds of fear that will grow way out of proportion. The leader must be a source of facts, and when events do not occur as planned, find out what happened and pass the word. Keep your Marines informed and cultivate their trust and confidence.

(g) Care of equipment and weapons. Failure to accomplish proper maintenance is an indicator that the individual doesn't care or is becoming excessively fatigued. On the other hand, if you fail to provide the means to keep your Marines gear properly maintained (lubrication, grease, etc.), the absence of the material to properly care for their equipment can erode morale.

(h) Response to shortages. Always be alert when your unit experiences shortages of anything, particularly food, water, boots, oil, ammunition, medical supplies, or even mail. When this occurs, how do your Marines react? Do they share what is available instinctively, or do some hoard what they have? The unit with high morale and strong unit cohesion will instinctively divide what is available and become an even stronger outfit because of it. The unit that fails to develop this quality will disintegrate quickly in combat.

(i) Motivation. When given an unpleasant task, or any job that must be done, how does the unit or individual respond? Do they respond enthusiastically and make it their best effort, or are they going to do just enough to get by? How closely do leaders have to supervise, and how often must jobs be done again because they weren't accomplished adequately the first time? Are your Marines willing to help one another without being told? We will deal with motivation in more detail shortly. The

leader must recognize the extreme importance morale has to the combat effectiveness of the unit. Consider the following observations of great leaders from earlier periods of history:

"Whichever army goes into battle stronger in soul, their enemies generally cannot withstand them."

The Greek Warrior, Xenophon more than two thousand years ago.

"The human heart is the starting point in all matters pertaining to war."

Frederick the Great, King of Prussia, 1120 A.D.

"Morale makes up three quarters of the game; the relative balance of manpower makes up only the remaining quarter."

Napoleon Bonaparte, Emperor of France, 1804 A.D.

"We have already trained our men to the highest possible level of skill with their weapons and in their use of minor tactics. But in the end every important battle develops to a point where there is no real control by senior commanders. Every soldier feels himself to be alone. Discipline may have got him to the place where he is, and discipline may hold him there for a time. Cooperation with other men in the same situation can help him to move forward. Self preservation will make him defend himself to the death, if there is no other way. But what makes him go on, alone, determined to break the will of the enemy opposite him, is morale. Pride in himself as an independent thinking man, who knows why he's there, and what he's doing. Absolute confidence that the best has been done for him, and that his fate is now in his own hands. The dominant feeling of the battlefield is loneliness, gentlemen, and morale, only morale, individual morale as a foundation under training and discipline, will bring victory."

Major General Sir William Slim as
quoted by John Masters in
The Road Past Mandalay

(12) HOW DO YOU MAINTAIN MORALE IN A COMBAT ENVIRONMENT?

(a) The following responsibilities of the leader should be instinctive; omission of any of these directly results in lower morale. (These responsibilities are also important in peacetime.)

[1] Be positive, optimistic, enthusiastic, and realistic.

[2] Be able to recognize when a Marine is experiencing personal problems. You are the one he/she should turn to for help, advice, and good counsel. Always be willing to listen. Know who gets mail, who doesn't, and what reaction it causes. Be alert for bad news from home and be ready to offer good counsel. Know who is married and who isn't. Know what your Marines are thinking about. Care about them.

[3] Maintain health discipline. Check the physical condition of your Marines. Feet checks, changes in clothing, hygiene enforcement, and overall personal cleanliness must be rigorously maintained. The primitive conditions in a combat environment will adversely affect morale unless you do what can be done to improve their circumstances; conduct frequent inspections to insure that proper care is taken of cuts, blisters, minor wounds, rashes, or other conditions that can get worse without attention. Shaving daily, haircuts, and basic cleanliness results in Marines feeling better about themselves.

[4] Provide rest. Fatigue will erode morale and fighting ability. Weary people tend to forget things, behave irrationally, become inattentive, and do not think clearly. The leader and his/her Marines must have rest, and an opportunity to sleep. Rotate the watches, get rest regularly. If possible, position two or three Marines together so that security and rest can be obtained at the same time. Your unit's survival depends on it!

[5] Provide a break in the routine. If possible provide an opportunity for relaxation and recreation. On Con Thien in 1967, during a prolonged period under enemy artillery fire, one unit held a tobacco spitting contest judging accuracy and range. Everyone participated and some humorous situations resulted. Any type of break (and humor is especially beneficial) from the constant rigor of combat will provide an outlet for frustration, prevent boredom, stimulate competition, build teamwork, and is an opportunity for the leader to participate and show that he/she is also part of the team.

[6] Provide food. In combat the provision for food is always inconvenient and sometimes not in adequate supply. This does not reduce its importance as a factor in morale. Whenever a shortage exists, share what you have. Make the best use of your facilities to prepare food well at every opportunity.

Take turns within the squad, fire team, or small unit to have one individual prepare a special meal for the team.

[7] Maintain standards. The combat environment is no place to allow discipline to become slack.

[8] Keep Marines informed. Include subordinates in the decision making process whenever possible. You never have all the answers.

[9] Tend to administration. Combat does not eliminate the various administrative events that impact upon the individual Marine's welfare. Allotments, pay, and other administrative matters while not an immediate concern to the Marine in combat, weigh heavily on his mind when they get awry. Make sure that your Marines are properly taken care of administratively, especially relative to pay. If administrative is fouled up, the individual who is affected suspects that other things are probably fouled up as well and confidence in the unit commences to erode.

[10] Tend to quarters. Combat usually entails primitive living conditions. Sleeping on the deck under a poncho "hooch" is a luxury. It is a primary concern of leaders to ensure that the positions occupied by their Marines are adequately constructed and offer suitable protection from enemy fire and observation, and the weather.

[11] Care for equipment and weapons. Continuous concern for proper maintenance is essential. Ensure that adequate means exist to properly care for weapons and equipment, and that proper action is being taken. Priority of work should always provide for the care of equipment/weapons before, the routine care of human needs.

[12] Know your Marines. Marines are by nature fiercely loyal, proud, and determined. It is not uncommon for Marines to refuse to admit that they are hurt or injured and to believe they can do more than is prudent at the time. Leaders must be especially watchful over the health and physical condition of their Marines to ensure that minor wounds receive proper care, and that adequate rest is provided.

[13] Make assignments carefully. Place qualified, capable individuals in key billets and give them latitude to operate. Remove those who don't produce. Properly integrate and assimilate green troops and replacements; spread

them out among seasoned, experienced, solid leaders who have proven ability to train and look out for them.

Morale describes an individual's general state of mind. With effective leadership and attentive concern for maintaining high morale, motivation will also be high. However, motivation is much more than just an indicator of morale. It is a key element that must be understood by everyone in the unit. In combat, motivation has special significance to Marines. It describes what being a Marine is really all about. Read the following to the group:

"In a foxhole in the center of the tenuous line he had done much to hold, Private First Class John Ahrens, an Able Company automatic rifleman, lay quietly, his eyes closed, breathing slowly. Ahrens was covered with blood. He was dying. Next to him lay a dead Japanese sergeant, and flung across his legs, a dead officer. Ahrens had been hit in the chest twice by bullets, and blood welled slowly from three deep puncture wounds inflicted by bayonets. Around this foxhole sprawled thirteen crumpled Japanese bodies. As Captain Lewis W. Walt gathered Ahrens into his arms to carry him to the Residency, the dying man, still clinging to his BAR, said, 'Captain, they tried to come over me last night, but I don't think they made it.'

'They didn't, Johnny,' Walt replied softly. 'They didn't.'"

From U. S. Marine Corps in World War II, by S.E. Smith.

(13) WHY DO MARINES FIGHT LIKE PFC AHRENS? WHAT CAUSES MARINES TO HAVE THIS MEASURE OF TENACITY, THE ABILITY TO CONTINUE TO FIGHT WHEN OTHERS WOULD GIVE UP?

(a) Allow some discussion; the following factors should be discussed in detail.

[1] Patriotism. Marines are oriented from the first day of boot camp to their identification with service to Corps and Country.

[2] Aggression. Training provides for development of an aggressive character in Marines.

[3] Punishment/fear. Fear of punishment for failure.

[4] Rewards. Recognition for performance.

[5] Tradition. Identity with the unit's history and standards.

[6] Social Identity. Identity with your fellow Marines. Not wanting to let your buddies down.

(14) CONSIDERING ALL OF THESE FACTORS, WHICH DO YOU THINK ARE PARTICULARLY SIGNIFICANT IN MOTIVATING MARINES?

(a) Numerous historians, sociologists, and psychologists have studied Marine behavior under fire in an effort to find out why we fight as we do. In explaining what motivates Marines to persevere in battle, experts have come to the conclusion that several factors are significant.

[1] Tradition. Marine values and attitudes are stressed from the first day in the Marine Corps and are constantly reinforced until a Marine finally passes on to guard the heavenly gates. We are told over and over again: "a Marine never quits"; "a Marine never surrenders"; "a Marine never retreats"; "Marines never leave their dead and wounded." These values and impressions of proper Marine behavior become ingrained into the very being of every Marine, a key part of every Marine's values, and describe proper behavior when in the company of fellow Marines. Behaving in an aggressive manner and putting forth a maximum effort is a natural outgrowth of Marine identity and is expected from your fellow Marines. The degree to which we have internalized these traditional values and beliefs is a partial explanation for our combat performance. Consider the following:

"The average Marine, if such a condition exists, is definitely not the lad represented on the recruiting poster. More likely he is a small, pimple-faced young man who, because it has been so skillfully pounded into him at boot camp, believes he can lick the world." _____ The Last Parallel, Cpl Martin Russ, USMC.

"The men (Marines) were not necessarily better trained, nor were they any better equipped; often they were not so well supplied as other troops. But a Marine still considered himself a better soldier than anybody else, even though nine-tenths of them didn't want to be soldiers at all."

Last Chapter, Ernie Pyle.

"Men take a kind of hard pride in belonging to a famous outfit even when doing so exposes them to exceptional danger. This is an essential element in the psychology of shock troops."

Fear in Battle, John Dollard.

[2] Social identity. Social factors affecting the Marine's primary group (squad, fire team or section), are recognized by many military and nonmilitary writers as one of the most significant aspects of achieving combat motivation. Marines commonly express this in terms of not wanting to let their buddies down. This unit cohesiveness is perhaps the most powerful motivational factor in combat. When traditional Marine Corps values stimulate and foster a closeness among the individuals in a unit, the result is a unit that is able to maintain tactical cohesion and achieve the desired combat performance. Consider the following:

"Four brave men who do not know each other will not dare to attack a lion. Four less brave, but knowing each other well, sure of their reliability and consequently of mutual aid, will attack resolutely. There is the science of the organization of armies in a nut-shell."

Battle Studies, Col Ardant du Picq.

"I hold it to be one of the simplest truths of war that the thing which enables an infantry soldier to keep going with his weapons is the near presence or presumed presence of a comrade."

Men Against Fire, S.L.A. Marshall.

[3] Patriotism. The idea of conscious identification with a cause is a factor in morale and generally functions as the reason men respond to the call to arms. Every Marine must be convinced of the rightness of his/her country's cause. This is usually a significant factor in the decision to join the Marine Corps. Patriotism is a spiritual foundation to morale. In combat it is an important leadership responsibility to sustain the strength of this foundation. As casualties occur and the fight becomes difficult, Marines will look to their leader for reassurance that the sacrifices borne are necessary.

[4] Aggression. We do not develop a "killer instinct" that can be turned on and off at will. Compassion for the enemy and noncombatants is a characteristic that is not uncommon among Marines on the battlefield. However, we do recognize that aggressive fighting style is our trademark and seek to keep our reputation secure from any doubt. We will fight as long and as hard as necessary to overcome the enemy. Likewise,

brutal leadership is not characteristic of the Corps either. Marine leaders must understand that they sustain the confidence of their men by accomplishing the mission at the lowest possible cost in casualties. The leader must maintain effective discipline and control to ensure moral standards of conduct amidst the destruction of combat.

[5] Rewards/Punishment/Fear. When it comes to combat, there is no amount of pay that can adequately reward Marines for risking their lives to achieve a particular objective. Also, there are no medals that will provide adequate incentive either. Not even survival can be considered a reward because it is clearly beyond anyone's control and unless we change the policy that has governed our Armed Forces for the past hundred years, any brig's punishment would be a safe haven compared to the environment on the battlefield. When Marines who have experienced combat are questioned on this factor they tend to respond that their greatest "fear" was being perceived as less than adequate in the eyes of their fellow Marines. Their only "reward" was the respect, praise, and recognition which came from camaraderie and acceptance within the unit. The purpose of our system of rewards in combat is intended to reflect Marines' recognition of one another as warriors. This recognition of heroic efforts, sacrifices in behalf of your fellow Marines, and maximum efforts are important leadership responsibilities.

(15) SO WHY DO MARINES FIGHT SO WELL?

(a) Commitment: more than anything else, men have fought and teams have won because of commitment. More often than not, it is a commitment to a leader and to a small brotherhood where the important things are mutual respect, confidence, shared hardships, shared dangers, shared victories, discipline and perseverance. A Marine advances under fire because "the sergeant said so," or "I can do it if they can," or "I can't let them down."

(b) Morale and motivation provide the foundation for discipline. More than being a simple mechanism for maintaining order, discipline is the essential condition within a unit that allows it to overcome the extreme fear and fatigue of combat.

(16) WHAT IS DISCIPLINE?

Willing obedience to orders will be the most common definition given by Marines. Quite simply, discipline is the situation where the individual has been taught to sacrifice

his/her own interests for the common good, and will respond from a sense of duty which is more important than individual rights or wants. It also ensures prompt obedience to orders and guides an individual's or unit's actions in the absence of orders.

(17) HOW IS DISCIPLINE DEMONSTRATED?

(a) Obedience, initiative, self-reliance, and self-control.

[1] Obedience. When all respond to orders as a team, a sense of unity is created whereby everyone recognizes that their role is to contribute to something more important than any one individual. An unorganized crowd of individuals is useless in a crisis. The strength to overcome the extreme crisis of combat is greatly affected by the individuals' comprising the unit abilities to respond as a team. The unit is capable of dealing with the chaos of combat. The individual is generally only effective so long as his/her actions are a part of the unit effort.

[2] Initiative. Marine Corps leadership is based upon a concept of trust and confidence in each individual Marine's quality of self discipline. The modern battlefield has become an extremely deadly place. As the destructive power of weapons has increased, it has become increasingly more difficult for leaders to maintain positive control over every action. We rely on a high degree of initiative, individual courage, and the ability of the individual Marine to take proper action when the situation is in doubt. The responsibility of every Marine in such situations is clear. They must support their fellow Marines aggressively using their own initiative to join their force to others.

[3] Self-reliance. During long periods of monotony and apparent lack of enemy contact, or long hours of darkness when imagination runs wild and fear begins to creep up on him gradually, discipline will steady a Marine's nerves and allow him to deal with the frightening conditions of battle.

[4] Self-control. Discipline enables the Marine who sees a fellow Marine suddenly killed and immediately recognizes his/her own peril, to exercise self-control over his/her own behavior.

(18) ARE THERE DIFFERENT TYPES OF DISCIPLINE, IF SO, WHAT ARE THEY?

(a) There are essentially three types of discipline:

[1] Self-discipline.

[2] Unit discipline.

[3] Imposed discipline.

(19) WHAT ARE THE DIFFERENCES BETWEEN THESE TYPES OF DISCIPLINE AND WHICH IS MOST IMPORTANT TO MAINTAIN?

(a) Self-discipline is the most important quality to develop. It means that the individual has a sense of personal duty to the unit, to fellow Marines, and to the nation. This type of discipline will hold Marines steady against anything the enemy may throw at them, because he has a firm conviction that will not let him let their fellow Marines down. This is the quality of discipline demonstrated by PFC Ahrens.

(b) Unit discipline is the behavior that results from the expectations of your fellow Marines in the unit. A Marine knows that to belong, he/she must conform. This particular quality of discipline will steady the Marine so long as he/she is in the company of fellow Marines.

(c) Imposed discipline is behavior that is motivated primarily by the immediate supervision of leaders. It lacks the permanence of unit discipline and the special strength of self-discipline. Under extreme combat conditions, all leaders may be required to resort to this form of discipline. This was the only way Captain Barrow was able to force the necessary actions on the ridge in Korea.

(20) HOW IS DISCIPLINE DEVELOPED IN MARINES?

(a) Recruit Training. Recruit training is dedicated to preparing and conditioning young recruits mentally, physically, and emotionally to meet the experience of combat. It is designed to instill the skills, knowledge, discipline, and self-confidence to make them worthy of recognition as Marines; to develop a sense of brotherhood, patriotism, loyalty, interdependence, and determination to be victorious; to imbue them with the instinct of obedience; but most of all it develops in them a sense of commitment. Through imposed discipline, recruits become familiar with Marine Corps norms and standards.

Self discipline and obedience are stressed. Marine values are crystallized here.

[1] Unit Training. After recruit training the Marine's values and appreciation for Marine Corps norms and standards are further developed, expanded, and reinforced. Through developing a stronger bond with fellow Marines, perfecting skills, and experiencing high unit standards, a quality of resilient self-discipline should become evident as mutual trust and confidence grows.

[2] Leadership Training. Every Marine is trained to be ready for the responsibility of leadership. This development of a broad base of leadership within the unit establishes a capability for the individual to influence fellow Marines during particularly tough periods when self discipline is faltering and unit discipline begins to erode because of the rigors of combat at such times leadership is on trial. How well you train your Marines to lead before combat will be decisive.

(21) WHAT ARE THE SPECIFIC ACTIONS THAT A LEADER CAN TAKE TO IMPROVE UNIT DISCIPLINE?

(a) Set the example with personal high performance standards and expect the same from your Marines. Give your maximum effort, expect theirs.

(b) Encourage peer discipline, i.e., a Marine becomes offended when a peer disgraces the unit (e.g, UA, drugs, etc.) and tells him/her so. When pride and loyalty permeate a unit to the degree that Marines won't tolerate a peer "screwing up" because it makes him and the unit look bad, many problems will vanish and the unit will be solid.

(c) Know your Marines, look out for their welfare.

(d) Be fair in assigning duties; ensure everyone shares risks, as well as menial tasks. Eliminate meaningless or unnecessary tasks.

(e) Praise in public, admonish in private.

(f) Reward good work. Recognition that a job has been "well done" by a leader is important to the individual.

(g) Be fair and impartial when correcting poor performance or taking action to effect punishment.

(h) Develop mutual trust and confidence by giving responsibility to subordinates and holding them accountable. Train as you expect your unit to be able to fight. Develop subordinates to take charge and have confidence in their ability to keep essential equipment functioning.

(i) Encourage and foster the development of self-discipline by providing guidance and assistance without over supervising.

(j) Be alert to conditions conducive to breaches of discipline and eliminate them where possible.

(k) Encourage initiative and innovation in your subordinates by allowing them to learn from mistakes during training and to develop the habit of applying "lessons learned" instinctively.

(22) HOW IMPORTANT IS SELF RESPECT TO ACHIEVING SELF DISCIPLINE?

The individual Marine must be determined to be tough, alert, courageous, and an important part of the unit. He/she must have this self-image and perceive that fellow Marines have this image of him/her. Development of self-image is crucial to developing and maintaining self-discipline. According to S.L.A. Marshall, the most important image to the individual in combat is the "reputation to be a man amongst men."

(23) WHAT IS THE LEADER'S RESPONSIBILITY FOR DEVELOPING SELF-RESPECT IN HIS/HER MARINES?

The leader must cultivate the self-respect of his/her Marines. It is the leader's responsibility to build pride, confidence, and determination in each of his/her Marines.

(24) HOW DOES THE LEADER DEVELOP SELF-RESPECT IN HIS/HER MARINES?

(a) Respect them. To develop respect in someone requires letting them know that you respect them, especially if you're an important person in their eyes. So, first of all, be that important leader and secondly, respect them and encourage them.

(b) Maintain a religious and moral environment where the values learned will function as a firm base for proper behavior in the unit. Adherence to religious and moral principles will help to steady the individual under fire.

(c) Dress and cleanliness standards provide everyone an opportunity to demonstrate their pride and high standards. Generally, if one looks good they tend to feel good about themselves. These standards will pay off in the harsh environment of combat.

(d) Stress efficiency and reliability. A Marine who feels reliable will respect him/herself and take pride in his/her accomplishment. Over-supervision may be perceived by the individual as evidence of distrust.

(e) Show personal interest in your Marines. A Marine's self-respect and pride is raised immensely just by knowing that his efforts are appreciated. A pat on the back or simple "well done" at the right moment works wonders.

(25) WHY IS PROFICIENCY A LEADERSHIP CHALLENGE?

Proficiency is defined as the technical, tactical, and physical ability of the individuals in the unit to accomplish the mission. How your Marines actually accomplish their jobs is a technical question, however, when Marines must accomplish their jobs under enemy fire, it becomes a matter of willpower. Technical training alone creates qualified technicians. Do Marines have "the right stuff" to do their jobs when it is critically necessary?

(26) WHAT CAN A LEADER DO TO DEVELOP THE SORT OF PROFICIENCY THAT IS "THE RIGHT STUFF" IN COMBAT?

(a) Be proficient and instill in your Marines the immense pride that you cannot "stump" them about anything relative to the performance of their assigned job.

(b) Thoroughly train your Marines to do their duties as well as they can be done under any conditions (e.g., in garrison, field, adverse weather, at night, etc.). There is no substitute for their best effort, and always work to improve that.

(c) Emphasize teamwork and the chain of command.

(d) Cross-train your Marines so that essential equipment/weapons will be able to remain in action.

(e) Train as you intend to fight. Attempt to accomplish as realistic training as possible. Make everyone aware that combat will require your unit to endure conditions and stresses that are unique to the combat environment and will exceed what exists in training. Train to be flexible, and to be able to apply "lessons learned" quickly and continuously.

(f) Provide subordinates with frequent opportunities to lead at the next higher level. Every Marine has to be ready to lead if the situation requires it.

(g) Set high, attainable performance standards and stick to them.

The previous leadership challenges have dealt with the attitude of the individual. Esprit de corps is something that describes the character of the group, not the individual. It more than anything else describes what it is to be a Marine. Esprit de corps implies devotion and loyalty to the Corps, as well as a deep regard for the history, traditions, and honor that the Corps and the unit have acquired.

(26) WHAT ARE SOME OF THE INDICATORS THAT A UNIT HAS ESPRIT DE CORPS?

(a) Some are:

[1] Expressions by the members of the unit showing pride and enthusiasm for their outfit.

[2] A good reputation.

[3] Strong competitive spirit with other units.

[4] Willingness of its members to participate in unit activities.

[5] Obvious pride in the history of the unit and observance of traditions.

(27) IS THERE SOMETHING SPECIAL ABOUT A UNIT HAVING ESPRIT DE CORPS THAT YOU CAN DETECT RIGHT AWAY?

(a) A unit with esprit de corps has a degree of zeal, snap, and pride that clearly indicates that it is functioning by a force of its own. A unit functioning by only the will of its commander will pale in comparison. The truly decisive difference will be realized when the unit enters combat. Read the following:

"A British military observer, while watching the Marine Brigade move against a Communist Division in a last ditch effort to save the Pusan perimeter, our last toehold in Korea, said:

'They are faced with impossible odds, and I have no valid reason to substantiate it, but I have a feeling they will halt the enemy. I realize my expression of hope is unsound, but these Marines have the swagger, confidence, and hardness that must have been in Stonewall Jackson's Army of the Shenandoah. They remind me of the cold streams at Dunkerque. Upon this thin line of reasoning, I cling to hope of victory.'

This Kind of War, T. R. Fehrenback

(b) The development and maintenance of this "esprit" is a responsibility of Marine Corps leadership.

(28) HOW DOES THE LEADER DEVELOP ESPRIT DE CORPS?

(a) Teach the history of the unit and maintain its traditions. Cultivate a deep and abiding love of Corps and country.

(b) Ensure that everyone understands the mission and activities of their unit, and takes pride in unit accomplishments.

(c) Develop the feeling that the unit must always succeed, and every individual member must contribute to its success.

(d) Reinforce success with an effective means of recognizing the efforts of individuals who distinguish themselves in behalf of the unit.

(e) Encourage competition with other units in events that provide for participation by everyone and foster an unquenchable thirst for victory. Winning is one objective of sports, but the only objective in combat.

(f) Everything any member does reflects upon the unit. Make sure everyone realizes this fact of life and tolerates no poor reflections. Strong peer pressure to keep the unit's honor and reputation clean is an indicator of esprit.

(29) SUMMARY OF LEADERSHIP CHALLENGES FACED IN COMBAT

(a) Success in combat is the payoff. The degree to which the individual Marines have high morale, discipline, proficiency, and esprit de corps largely determines how they will perform in combat. During operations in a combat environment the essential nature of these factors becomes clearly evident to everyone, particularly the leader.

(b) Success in combat depends upon leadership that can keep the unit cohesive, disciplined, and capable of destroying the enemy. The Marine leader today has the heavy responsibility of ensuring that our fighting quality as Marines remains at least as strong and as ready for combat as our legacy has proven us to be in the past.

9. Discuss how to develop combat readiness

a. WHAT IS COMBAT READINESS?

(1) There is no organization in the world where effectiveness is more important than in the Marine Corps. Every individual Marine is essential to the performance of his unit, and all Marine units depend upon the effective performance of other units. With us, a loss in effectiveness can result in the loss of Marine lives. Every Marine must know how to and then do his job; this translates into unit effectiveness. But effectiveness is not necessarily combat readiness.

(2) Combat readiness is effectiveness plus the desire and ability to keep on fighting until the mission is accomplished. Simply, the ability to maintain efficient and effective performance while under enemy fire; to fight and win. The objective of Marine Corps training is combat readiness.

(2) HOW DO YOU ACHIEVE COMBAT READINESS?

(a) Building unit discipline, proficiency, morale, and esprit de corps.

(b) Training to enhance each Marine's:

- [1] Knowledge of the job.
- [2] Self-discipline.
- [3] Self-confidence.
- [4] Leadership.

Discipline, proficiency, morale, and esprit de corps are leadership indicators that were dealt with in some detail as leadership challenges. They are reflections of the willpower of the individuals in the unit and are crucial to combat readiness. We will now focus on the training concepts that contribute to a unit's ability to succeed in combat.

(3) WHAT CAN WE DO DURING PEACETIME TO PREPARE OUR MARINES TO MEET THESE CHALLENGES?

(a) In Appendix A, the author states, "The great majority of soldiers overcome fear, as they have done throughout their lives, by an effort of will and by support from others." Why is this? Where/how can we instill the "will?" How do we ensure individuals will receive the needed support? Some suggestions by follow:

- [1] Develop a close knit and cohesive group.
- [2] Avoid personnel turbulence.
- [3] Know your Marines and be known by them.
- [4] Promote and retain only the finest leaders.
- [5] Train your Marines as they will be employed and in as nearly accurate to combat environment as possible.
- [6] Ensure all are physically fit.
- [7] Train to ensure competent administration, logistics, and communication.

(b) In Chapter II of Battle Leadership, Captain Von Schell writes,

"At the commencement of war, soldiers of all grades are subject to a terrific nervous strain. Dangers are seen on every

hand. Imagination runs riot. Therefore, teach your soldiers in peace what they may expect in war, for an event foreseen and prepared for will have little if any harmful effect."

(c) Other techniques to enhance combat readiness include:

[1] Train on how to identify and cope with stress, fear, etc.

[2] Provide realistic and stressful training to build proficiency and confidence in leaders, unit, equipment, tactics, weapons, and self.

[3] Provide firm fair discipline but ensure that you emphasize and recognize superior performance.

[4] Cross train to ensure depth in unit proficiency and leadership.

(d) Annex B, "Battle Doctrine for Front Line Leaders" also provides some good points to add.

[1] How do you set needed training priorities?

[2] What is a realistic training environment?

[3] How realistic must it be? Can it be?

[4] How much risk is necessary to create the needed simulated stress?

(e) When challenging and realistic training is not provided, morale, discipline, esprit, and proficiency are adversely affected.

(4) MARINES MUST TRAIN THE WAY THEY INTEND TO FIGHT. HOW DO YOU DEVELOP REALISM WITHOUT TAKING EXCESSIVE RISKS?

(a) Realistic Training. Combat training must be stressful and incorporate noise, smoke, danger, confusion, and fatigue if it is to be moderately effective. The conditions that are anticipated must be duplicated as much as possible. Exercise your ability to handle in training everything you expect to handle in combat. Carry heavy loads; go on forced marches; conduct low-level flight training; operate without supplies on occasion to simulate the necessity of sharing rations; water, and

ammunition; practice care for casualties; and develop physical strength and endurance to the level where everyone has confidence in their ability to persevere. Use your imagination; it is the responsibility of the leader to prepare the minds of Marines for the shock of combat. Captain Von Schell said it best in Battle Leadership:

"In peace we should do everything possible to prepare the minds of our soldiers for the strain of battle. We must repeatedly warn them that war brings with it surprise and tremendously deep impressions. We must prepare them for the fact that each minute of battle brings with it a new assault on the nerves. As soldiers of the future we should strive to realize that we will be faced in war by many new and difficult impressions; dangers that are thus foreseen are already half overcome."

(b) Train in the basic fundamentals

[1] Emphasize camouflage; cover and concealment; helo operations; movement; preparation of battle positions; accuracy, control, and distribution of fire; use of supporting arms; land navigation; communicating with and without radios; noise and light discipline; and other basic skills. All are essential elements the combat leader must teach Marines so they can survive on the battlefield.

[2] Unit leaders must learn the skills and techniques themselves before they can teach them, and learn how to train to develop them in their Marines.

[3] Training should emphasize the attack. We don't win by defending. Defense is something that is only accomplished when we are preparing to continue the attack. Even when defending, aggressive patrol actions should take the fight to the enemy, and familiarize him with what he can expect if he elects to attack. Instinctively think of forward movement and instill a desire to close with and destroy the enemy. Concentrate on day and night offensive operations.

(d) Training should develop an aggressive spirit and confidence in the fighting ability of the individual and the unit. Emphasize close combat training. A Marine should be an expert in unarmed combat and be able to skillfully fight with the knife and bayonet. These skill areas require extensive training to master requisite speed and technique for effective use, but it is worth it and Marines thrive on it. Hand-to-hand combat

training, bayonet training, unit events such as bear pits, push ball, or other physical team oriented efforts develop confidence and aggressive spirit.

(e) Cross training is essential. All Marines must not only be able to perform their individual jobs, they must know how to keep the unit operating at peak efficiency. This means knowing one another's job and being able to keep the essential equipment/weapons operating when combat power is crucial. Cross training is a key element for maintaining cohesion when taking casualties. All Marines must understand instinctively that their first responsibility in combat is to join their force to others; the unit must prevail. Only through effective control of unit firepower can combat success be attained. Cross training will also develop a depth of leadership ability that will allow for the continued effectiveness of the unit if any leader becomes a casualty. Train all your Marines to be ready and able to take charge and make decisions if their leader is hit!

(f) Train under adverse conditions. Combat will test your ability to endure hardship. Marines must be conditioned to withstand the effects of weather. Recall the experience of Captain Barrow in Korea. Extreme weather conditions offer a distinct advantage to the side best prepared to continue fighting amidst such hardships. Training in adverse weather will build confidence in your Marines' ability to care for weapons, equipment, and themselves. Remember, merely enduring is not enough; they must be able to use adverse conditions to their advantage to fight.

(g) Drill. Drill is the beginning of the process that turns an uncoordinated group of individuals into a tight military unit. Drill produces a habit of prompt obedience to orders and instills pride, a sense of unity, and discipline. The habit of responsiveness that is developed through drill will help carry the unit through the terrifying moments when the shock of enemy fire is first felt.

(5) WHAT SHOULD WE DO DURING COMBAT TO MEET THESE CHALLENGES?

(a) Ask the group to provide examples from their experiences. Some additional questions include:

[1] How did seniors aid them?

[2] How did seniors impede them?

[3] Consider the situation in places like Somalia; what types of challenges do leaders face?

[4] How can we assist our Marines in understanding and dealing with an often hostile press and population back home?

(b) Appendix A addresses the importance of:

[1] Keeping the troops and seniors informed to prevent rumors and uncertainty.

[2] Demonstrating personal and courageous leadership by example.

[3] Providing "purposeful actions" to keep troops busy and active as an "...antidote to the poison of fear.

(c) In Appendix C, Marshall wrote of the great importance and impact of a leader's personal courage and leadership on the battlefield. He stated:

"There is one radical difference between training and combat conditions... In combat something new is added. Even if they have previously looked on him as a father and believed absolutely that being with him was their best assurance of successful survival. Should he then develop a dugout habit, show himself as fearful and too careful of his own safety.... On the field there is no substitute for courage, no other bonding influence toward unity of action. Troops will excuse almost any stupidity; excessive timidity is simply unforgivable."

(d) There are other examples that address this in Chapter I of Von Schell's Battle Leadership.

(e) Some other actions a leader can take are:

[1] Ensure proper rest, food, etc. (when possible).

[2] Keep a close watch on subordinates for any telltale signs of excessive stress and ensure they do the same for their Marines.

[3] Ensure the maintenance of standards (of discipline, hygiene, maintenance, etc.)

[4] Ensure replacements are properly integrated, assimilated, and trained. Von Schell addresses this in Chapter IV of Battle Leadership.

(6) WHAT ARE SOME IMPORTANT CONSIDERATIONS WHEN INTEGRATING OR ASSIMILATING UNTRIED MARINES INTO YOUR ORGANIZATION?

(a) Considerations include:

[1] Explaining to them the unit's mission and what the unit has accomplished recently and any future plans.

[2] Personally talking with each Marine.

[3] Placing inexperienced Marines with an experienced individual.

[4] Stressing personal discipline.

[5] Time permitting, training under difficult conditions.

[6] Keeping troops informed.

[7] Time permitting, allow troops to slowly become acclimatized to: their unit, their leaders, the environment and the general situation. Exhausted and confused Marines are a liability.

(7) HOW CAN THE PROPER INTEGRATION OF GREEN TROOPS INFLUENCE MORALE AND MISSION PERFORMANCE?

(a) Von Schell states:

[1] They quickly gain confidence.

[2] Veterans regard themselves as instructors to their young comrades; they feel responsible for them. It contributes to unit cohesion, esprit and morale.

(Note: Appendix B, "Battle Doctrine for Front Line Leaders" is not only a guide for proper leadership in combat, it also serves

as a guide for conducting proper training. Although many of those fundamental leadership principles and rules based on combat experience have been incorporated in this discussion guide, it would be well worth the time to give copies to your leaders and discuss each one of these truths of positive combat leadership. Appendix D, "Combat Leadership Problems" presents two scenarios for discussion).

10. SUMMARY

a. Combat readiness is the responsibility of every leader. The key to achieving combat readiness is in properly training your Marines. All members of the unit must know their jobs. They must understand the role and function of the unit and be able to keep the unit operating when it comes under fire. This requires effective leadership before, during, and after combat. Effective leadership includes high standards of discipline, proficiency, morale, and esprit de corps that will enable a unit to effectively deal with the shock of combat. Effective leadership provides training that accomplishes the following:

(1) Prepares individual Marine for the stress of combat (for the moment they hear an angry bullet crack by their head and realize for the first time that somebody actually intends to kill them).

(2) Builds confidence in individual Marines, their leaders and the ability of the unit to succeed.

(3) Builds self-discipline.

(4) Develops unit cohesion and fighting power.

(5) Instills an aggressive, unconquerable spirit, and determination to succeed in combat.

(6) Individual Marines must be fit, reliable, tough, capable of effectively using weapons, and able to fight, survive, and win on a lethal, and confusing battlefield. It is the basic soldiering skills that will enable us to succeed, and we must not forget it.

(7) The formula for positive combat leadership which we have discussed applies to all leaders, at all times, regardless of rank, specialty or duty assignment. We are all potential combat leaders. Failure to follow these basic leadership

techniques can cost the lives of those dependent upon our leadership, and spell the difference between defeat and victory.

(8) Success in combat depends upon effective leadership that can keep the unit cohesive, disciplined, and capable of destroying the enemy. Marine leaders today has the heavy responsibility to ensure their units are as strong and as ready for combat as our legacy has proven to be in the past.

b. The following is a description of the Marines who landed to fight in Korea:

"And these men walked with a certain confidence and swagger. They were only young men like those about them in Korea, but they were conscious of a standard to live up to, because they had good training, and it had been impressed upon them that they were United States Marines.

Except in holy wars, or in defense of their native soil, men fight well only because of pride and training pride in themselves and their service, enough training to absorb the real blows of war and to know what to do. Few men, of any breed, really prefer to kill or be killed. These Marines had pride in their service, which had been carefully instilled in them, and they had pride in themselves, because each man had made the grade in a hard occupation. They would not lightly let their comrades down. And they had discipline, which in essence is the ability not to question orders but to carry them out as intelligently as possible.

Marine human material was not one bit better than that of the human society from which it came. But it had been hammered into form in a different forge, hardened with a different fire. The Marines were the closest thing to legions the nation had. They would follow their colors from the shores of home to the seacoast of Bohemia, and fight well either place."

This Kind of War, T. R. Fehrenback.

c. The books that record the Corps' history rarely outline the grand political strategy of theater tactics, but record the bloody details of Marines in combat. Marines who were wounded or killed trying to save a buddy, Marines who charged a position single handedly, Marines who despite the odds, terrain, or possible outcome, led, followed, and were successful. The responsibility for the preparation of future combat veterans is an awesome moral responsibility. Winning teams do not just happen; they are created by hard work and lots of leadership.

11. Appendices:

Appendix A: Determination in Battle by MajGen T.S. Hart

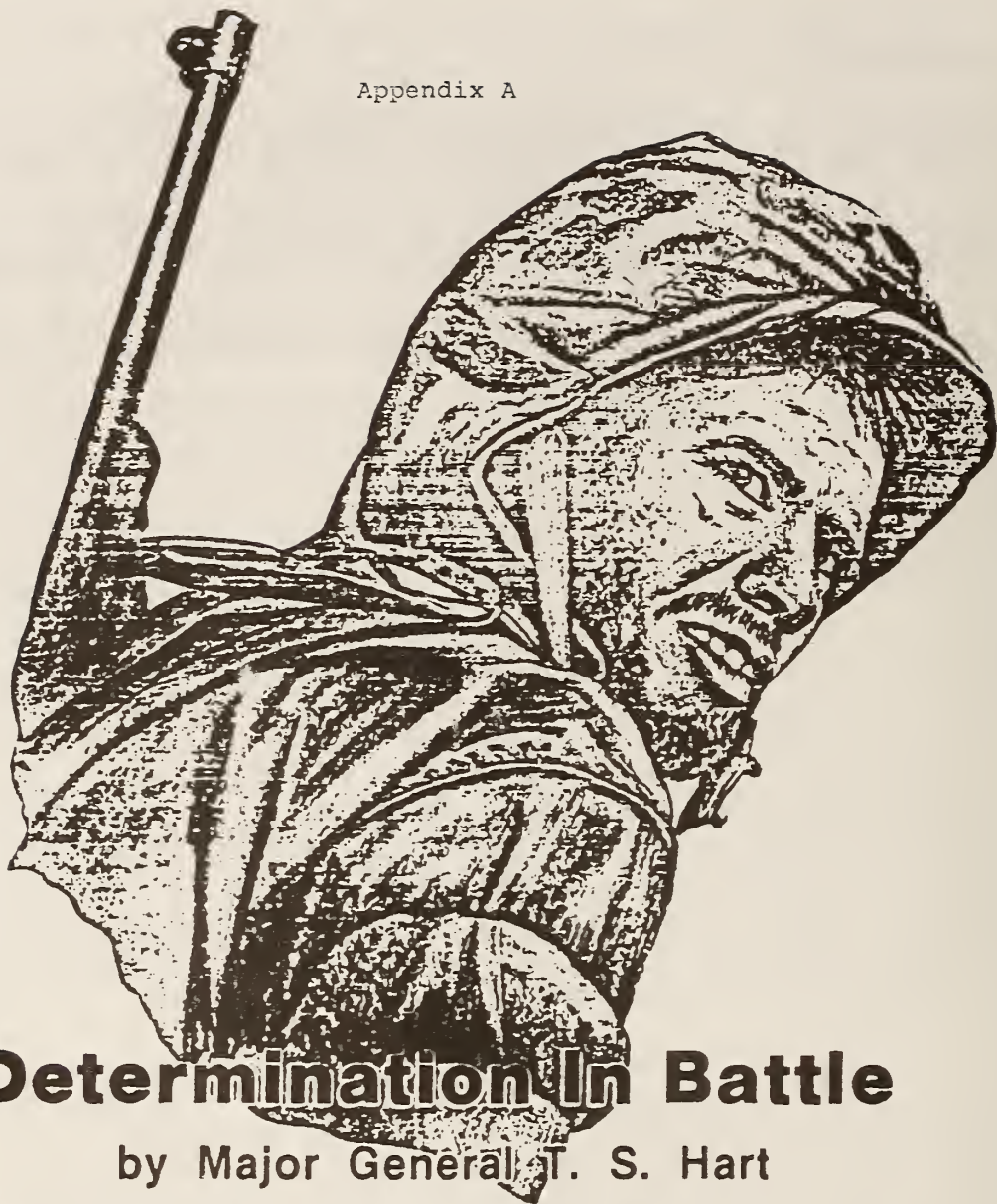
Appendix B: Battle Doctrine for Front Line Leaders for 3d
Marine Division

Appendix C: Combat Leadership by S.L.A. Marshall

Appendix D: Americans in Combat excerpt from The Armed
Forces Officer

Appendix E: Legacy of Esprit and Leadership by MajGen John
A. Lejeune

Appendix F: Peleliu - Recollections of a PFC by E.B. Sledge



Determination In Battle

by Major General T. S. Hart

This article is based on a presentation made by General Hart before a Royal Armoured Corps Conference in late 1978. Although a part of it is directed toward the British Regimental System, General Hart has many things to say regarding morale and conduct in battle that are pertinent to soldiers of all ranks, whatever their Army. ARMOR is pleased to pass along his remarks to its readers worldwide. ED.

For a short time we are to put aside tactical doctrines, the requirement for a new main battle tank, restructuring, electronic warfare, and all the other familiar subjects which normally dominate Arms and Services Directors' Conferences.

As a change, I have been asked to talk about the soldier and his determination in battle. Because however good the equipment, however complete the staff work and planning, unless the soldier actually fights, defeat is inevitable. Events in Southeast Asia and the Middle East in the mid-seventies have certainly shown that the time-honored quotation, "*It is not*

the number of soldiers, but their will to win, which decides battles," is still very valid.

I first researched this presentation in 1974, but I have changed but little from my original script. This is not due to idleness but the realization that with the possible reduction in the warning time of Warsaw Pact aggression we all may be required to react as quickly as the 3rd Airborne Division was expected to react in the old days.

Anyway, the principles involved in determination in battle are the same for troops based either in Tidworth or Falling-boeol, Hohn or Colchester.

Now all of us at various times in our careers have attended lectures on morale and leadership. In many cases the lecturer has been of the standing of Field Marshals Slim, Wavell, or Harding: commanders with quite unique experience of leading soldiers in major battles. It would be tactically unsound for a Director of Medical Services (DMS) to take on such company. I intend, therefore, to look at the problem in a slightly different and more academic way—and yet frequently refer to

history to bring my academic kite flying back to earth.

I will also quote from a variety of commanders throughout history who, although they knew nothing of the modern fields of behavioural psychology, knew instinctively what stimulated their soldiers to deeds of valour.

Fear and Courage

When discussing human behaviour, we are immediately on uncertain ground. There are many varying views, especially among experts. Therefore, when discussing courage, determination in battle, or morale—call it what you will—we have to accept some basic assumptions.

First, man is by nature an aggressive animal and unlike other animals, who merely seek to dominate, man is prepared to kill.

Next, although society is constantly changing, aggression is innate in man and has varied little, if at all, in recent centuries.

In our present culture, to display courage is still considered to be major, if not *the* major, virtue of the male—and deep down nearly all men, if honest, would wish to succeed as a warrior, if given the chance. Field Marshal Slim summed it up well when he said:

"I do not believe that there is any man who would not rather be called brave than have any other virtue attributed to him."

What then is the problem? Here we have an animal that is aggressive. It will kill and, in the main, still holds courage in battle to be a virtue. Unfortunately in human behaviour nothing is quite so simple.

Considering the problem in purely physical terms, when faced with danger the body responds by certain physiological changes. The number of blood cells increases, the time blood takes to clot is reduced, more sugar is distributed to the muscles and many other changes take place so that physically he is ready to launch into the attack. There is, however, a snag: fighting may lead to a valuable victory, but it may also involve serious damage to the victor. The enemy invariably provokes fear as well as aggression. Aggression drives man on; fear holds him back. Those physical changes I have already described, increase in number of blood cells, etc, not only prepare the body to fight—but also for flight. In other words all that blood sugar can either be burned in combat or by taking off at high speed in the opposite direction. Physically, the body doesn't care which: it is *mentally* that the final decision is made whether to stand and fight or cut and run. Moran, in his classic book *The Anatomy of Courage*, defines courage as follows:

"It is a moral quality, it is not a chance gift of nature like an aptitude for games. It is a cold choice between two alternatives, it is the fixed resolve not to quit, an act of renunciation which must be made not once but many times by the power of will. Courage is will power."

I would like to spend a little time examining those factors which either stimulate courage or erode it—for it must be accepted that all men have some degree of courage. Many things support or sap the will of the soldier and their importance in many cases varies as society changes. However, some factors are basic and remain constant.

Let us take the bad news first.

The major stress that can erode and destroy a man's courage and lead to mental breakdown is *fear*.

The emotion of fear is, of course, a perfectly natural, and defensive, reaction to any circumstances which threaten to endanger the safety of the individual. No man relishes the thought of wounding, or death.

In battle, fear varies in direct proportion to the real or imagined danger from the enemy. The great majority of soldiers overcome fear, as they have done throughout their lives, by an effort of will and by support from others. Certain situations, however, stimulate or magnify fear and therefore increase the chance of mental breakdown. The order of priority being a matter of personal choice. I would put the following factors on my list.

The Unexpected. Soldiers going into battle have received training and have been given certain information. They have, in the main, mentally adjusted to a certain course of events and most are prepared to meet what comes. If they are presented with a situation for which their training has been inadequate or which is completely unexpected, then the will that controls fear sags and crumbles. I am sure that this is the basis for the success of either tactical surprise in battle or the introduction of the unexpected onto the battlefield. Examples abound in history from Hannibal's elephants to the use of poison gas and the *blitzkrieg*. Clausewitz summed it up when he said:

"It is of first importance that the soldier high or low should not have to encounter in war things which, seen for the first time, set him in terror or perplexity."

The Unknown. What man has not seen, he always expects will be greater than it really is. The modern soldier faces a battery of the most fearful weapons. Unless he is well trained and fully conversant with what is to be expected, then he will be anxious—and apprehension is fear in its infancy.

In the words of Thomas Hardy:

"More life may trickle out of man through thoughts than through a gaping wound."

I would add that this fear of the unknown is most marked when the soldier is isolated, or at night.

Fear of Failure. Nearly all men have doubts as to how they will behave in battle. In some, this fear that they will fail and let down their comrades is a very real form of stress. And yet, perversely, in many the fear of failing and letting down the group can stimulate men to great deeds of heroism. There is an old German proverb, which is apt.

"Some have been thought brave because they were afraid to run away."

It depends on the man's background and the degree of his attachment to this group.

The Noise and Sight of Battle. Battles can be, and with the Soviet present penchant for artillery we can certainly expect them to continue to be, very noisy affairs. The sheer battering of the soldier by noise can destroy his will. The sights to be seen on the battlefield can also be unnerving. Widespread destruction, in many cases, does not seem to affect the soldier as much as the loss of one of his immediate group.

Fear of Killing. Although we have at the onset accepted that man will kill; some, quite reasonably, because of their upbringing and teaching, are averse to taking a human life. This can in some cases cause a real and deep mental conflict. But in most, the excitement of battle, support from his comrades and, finally, kill or be killed, results in most men overcoming this fear.

Exhaustion—Mental and Physical. You are all aware of Moran's description of courage and his view that men have only a certain amount of courage in the bank. He goes on:

"The call on the bank of courage may only be the daily drain or it might be a sudden draught which threatens to close the account."

There is no doubt that troops, however well-led, can only take the stress of battle for so long—then they break. Any commander, at any level, who tries to overdraw the account is courting disaster.

So far we have tended to separate the mental and the physical. This is, of course, an artificial division—the mental and the physical constantly interact. Therefore, physical fatigue, hunger, disease, thirst and, above all, the stress of adverse climatic conditions, can reduce the physical state of the soldier to such an extent that his will to fight is broken. Taking climate as an example, one only has to consider the effect of cold on most of Sir John Moore's troops in the Corruna campaign—or even Napoleon's army in Russia. One writer described Napoleon's retreat:

"The cold was the abominable thing: the dreadful enemy against which man could not fight and which destroyed them. The cold first struck on the night of November 5-6 and with that blow the dissolution of the grand army began."

And yet, exactly 130 years later, Van Paulus' Sixth Army fought at Stalingrad, poorly equipped for the climate, until early February. During the same winter Von Manstein's army fought one of the best cavalry and armoured delaying battles of all time in the Don and Donitz basins.

Really delving into the past—I doubt if there has been a more disease ridden army than the "British Army" that fought at Agincourt. Many could hardly stand and yet they totally defeated the heavy armoured box of their day. *Why?*

I think it is now time to leave those factors which sometimes cause armies and soldiers to give way to fear and despair. We will now look at what stimulates and maintains *courage* and enables the soldier to overcome adversity and his quite natural fear.

Again, there are a number of factors, some of which are constant and some which vary, as society varies. For example in Cromwell's New Model Army, a major force was religion. John Baynes in his excellent book, *Morale*, when examining the 2nd Scottish Rifles who fought so well at Neuve Chapelle, found that religion influenced only 50 percent of the officers and 10 percent of the soldiers. I am pretty certain it is a lower figure today, and yet psychologists will tell you that:

"Those with deep religious convictions have a bulwark against loneliness, terror, fantasies conjured up by the unconscious and the unleashing of deep-seated conflicts."

Just what we need in the soldier in battle. But the same psychologists admit that such people form a minority in our conflict-ridden society. So, much as we might like to, we cannot count on religion to aid more than a few.

Let us consider patriotism. Moran describes his generation, as follows:

"We went into the enterprise, the high adventure of 1914, with hearts singing."

Baynes, talking of a Scottish unit—and therefore more dour and down-to-earth folk—found that patriotism was certainly an influence on the behaviour of the 2nd Scottish Rifles; but that it was not comparable in importance with other factors. Certainly in our present society patriotism is not a dominant force. What do we have left? I think we have the same basic factors that we have always had—the strength of the well-integrated group and the individual soldier's identification with that group, leadership, discipline, and success.

The first choice—the strength of the well integrated

group—may surprise you. But I believe it is the major force in the stimulation of courage and maintenance of good morale.

The Well Integrated Group and Group Identification

The fundamental patterns of behaviour laid down by hunting apes millions of years ago still shine through all the affairs of modern man. We did not evolve to live in huge conglomerations of tens of thousands of individuals. Our basic behaviour is designed to operate in the hunting group or as part of a tribe limited to hundreds—not thousands—of members. Loyalty to, and dependence on, the hunting group—and subsequently the tribe—are expressed in military society as *loyalty to the platoon*, the *company*, and, lastly, the *regiment*.

This form of loyalty and dependence goes way back to the very roots of man. Baynes, in his very deep analysis of the ingredients that made up the quite unquenchable courage of 2nd Scottish Rifles at Neuve Chapelle, puts *regimental loyalty*—in my view quite rightly—at the top of the list. I believe many in the Army have forgotten the cohesive power of this loyalty—but we will consider that later.

Leadership. Everyone has their own definition of *leadership*. While researching this presentation, I studied dozens of definitions—but the one that really comes alive for me is that by Correlli Barnett:

"Leadership is a psychological force that has nothing to do with morals or good character or even intelligence: nothing to do with ideals or idealism. It is a matter of relative will powers, a basic connection between one animal and the rest of the herd. Leadership is a process by which a single aim and unified action are imparted to the herd. Not surprisingly it is most in evidence in times or circumstances of danger or challenge. Leadership is not imposed like authority. It is actually welcomed and wanted by the led."

That, in my view, is what *leadership* is all about. But how do you select such leaders? In the primitive hunting group leaders were accepted only after the most ruthless selection process. Is our selection adequate? This, we will consider later.

Discipline. The question of discipline has been the subject of considerable debate in a modern Army plagued by difficulties in recruiting from a society which has rejected many previously accepted forms of discipline. While agreeing with all that has been written about discipline from within and self-control, I still believe that discipline of the more traditional kind is extremely effective *in battle*. De Gaulle summed it up well:

"Although soldiers carry within themselves a thousand and one seeds of diversity, men in their hearts can no more do without being controlled than they can live without food or drink. Discipline is thus the basic constituent of all armies, but its form must be shaped by the conditions and moral climate of our times."

Success. Obviously *success* is a factor of great importance: the modern soldier no longer accepts his lot stoically. He expects things to go well.

I include under this heading not only *success in battle*—but success from the point of view of things happening as planned. In other words *good administration*.

Although important, I would not rank success in battle alongside my first three factors because history has countless examples of well-led troops who pressed on through defeat after defeat.

An Example From History

The chances, in the next conflict, of a "phony war" period in which units can shake down are extremely unlikely.

I have therefore examined modern history to find a bat-



le—preferably a *worst case*—which is comparable to one that the Army may be asked to fight. Having found such a battle, I examined what were the factors that, from the *morale* point of view, made the battle a success or failure.

The battle I picked was the defence of Calais in May 1940 by the 30th Brigade. The brigade, when committed to Calais, comprised Queen Victoria's Rifles (TA); 2nd Battalion, 60th Rifles; 1st Battalion, The Rifle Brigade; and 3rd Royal Tank Regiment.

Their mission was to defend Calais and thereby assist the withdrawal of the British Expeditionary Force (BEF).

The enemy units were the 1st Panzer Division, at the onset, followed by the 10th Panzer Division from Guderian's 19th Corps—supported by massed artillery and up to 100 *Stukas*.

Battalions were moved at literally a few hours notice from East Anglia and Southern England to Calais, and in a matter of hours went into action.

They left most of their transport and much of their ammunition in the United Kingdom. The staff work of their move was a shambles. As they arrived in Calais, base troops and wounded were being evacuated and dead were laid out on the quay. They had no artillery support even though the Royal Navy did their best with destroyers. The town was full of refugees and fifth columnists and the cellars held thousands of French and Belgian soldiers who had had enough.

The front they had to defend stretched for 6 miles. The weather was extremely hot and soon after battle was joined the water supply was virtually destroyed.

Both battalions had trained for mobile operations as part of the 1st Division, but then were committed with no retraining to street fighting.

The noise from massed artillery, tanks, and *Stukas* must have been unbearable.

To top it all, for 2 days the troops were led to expect that they would be evacuated by sea when the position became untenable. Then they were asked to defend to the last. (I did say I looked for a worst case).

This rather doleful tale contains every one of my adverse factors. The *unexpected*; the *unknown*; *fear*; *exhaustion*; *noise of battle*; and *unpleasant sights*. All were there in abundance.

If you had commissioned a psychiatrist to put together a situation for the complete demoralisation of troops, I doubt if he could have improved on this situation.

But far from being demoralised, they stood and fought for 4 days. And accounts from the 10th Panzer war diaries show that at times they fought markedly superior German forces to a standstill.

On the very last morning, the 26th of May, 1st Battalion, The Rifle Brigade was down to 14 officers and 290 men. One company was reduced from 150 to 30 of all ranks. The 60th was probably worse off.

And yet Heinz Guderian questioned the Commander, 10th Panzer, as to whether or not he should stop the attack and ask for more air strikes—such was the resistance.

When analysing the accounts in *The Rifle Brigade 1935-1945*, by Hastings, and especially in Airey Neave's book



on the battle, the following of our positive factors come out time and time again:

Most of the personnel—officers and men—of the Regular battalions had been together for years. Even the Reservists that rejoined the battalions were 7-year men, who slipped back into the family with ease.

Pride in the regiment was enormous.

Leadership, from Brigadier Nicholson down, was of a very high order—one company commander, wounded on three separate occasions, refused to leave his company.

Thanks to Brigadier Jimmy Glover I found one more source, Major General Tom Acton, who was Adjutant to 1st Battalion, The Rifle Brigade, in Calais.

He confirmed the shambles and many of the facts in Neave's account—but he said two things which I consider to be of tremendous value.

Having listened to his account of how everything went wrong I asked him the direct question, "Why did they fight so well?"

After quite a pause he said,

"The Regiment had always fought well, and we were with our friends."

Just simply that.

When asked what, apart from the obvious upset the men, he said,

"The breakdown of the normal organisation and break up of previously cohesive groups *upset the men and had an adverse effect on morale.*"

I will end this account with two quotations from Airey Neave:

"It may be fashionable today to sneer at regimental loyalty, but Calais could not have been held long without it."

"So strong were regimental feelings that some wounded had to be taken out of POW columns by the Germans for treatment—even when they had been on the march for days."

What Can Commanders Do in Peace?

"I think from the factors I have given you, and the account of Calais, you will have worked out what I am going to suggest. I have plugged time and time again the strength of the well-trained, well-knit group. At the beginning of this lecture I said, 'The great majority of soldiers overcome fear, as they have done throughout their lives, by an effort of will and by support from others.' This support is provided by the group and their leaders. But the group is only effective if it has been together for some time. The cohesive bonds having formed, and iden-

tification with the group and tribe having fully developed.

In the case of leaders, trust takes time to develop unless the leader has that instant magnetism that is found only in one in a million men.

May I quote from *Regulations for the Rifle Corps*, prepared in 1800, by Sir John Moore who is considered by many the greatest trainer of soldiers the British Army has ever had.

"Having formed his company he (the captain) will then arrange comrades. Every corporal, private, and bugler will select a comrade of the rank differing from his own, i.e. front rank and rear rank, and is never to change him without the permission of his captain. Comrades are always to have the same berth in quarters and, that they may be as little separated as possible in either barracks or the field, will join the same file on parade, and go on the same duties with arms."

Commanders must therefore resist turbulence in their units. Every effort must be made to keep companies, platoons, and sections together for lengthy periods so that the bonds so necessary in war can be forged in peace. It is horrifying, when one examines recent operations, to see how the *ad hoc* unit has become normal practice. In war such an organisation is a potential mob. When we either hamper the buildup of company and regimental loyalty, or deliberately break it down, we throw away one of our few major assets.

I next turn to *leadership*.

Earlier, I mentioned how the hunting group threw up its leaders after ruthless selection within the group.

We have a different system. Some of our leaders, often raised in a society with different values, pick the next crop of young leaders.

Further selection takes place at Sandhurst and then in the regiment where the new young leader is imposed on his group. (Remember leadership is welcomed by the group, not imposed).

In the pre-1914 Army and, to a slightly less extent the pre-1939 Army, young officers spent years with the regiments and the weeding-out process was quite severe. The soldiers themselves, to some extent, played a part in selection. Officers spent many years in close contact with their men and the grapevine soon made clear the views of NCOs and men.

Nowadays young officers spend less time with their regiments and less time in close contact with their men.

Commanders must make every effort to halt and, if possible, reverse this trend.

While considering *selection*, you may ask why we cannot pick out those men who will break in battle and become psychiatric casualties. If possible, now is the time to discover them and weed them out—not as that armoured box motors past.

Lord Moran in his book, mainly written as a result of his experiences as a Regimental Medical Officer in World War I, strongly advocated such a procedure. In World War II attempts were made to initiate selection procedures. Despite these efforts, in the campaign in North West Europe alone, the British Army had over 13,000 psychiatric casualties.

The United States, in World II had overall 1½ million psychiatric casualties admitted to hospitals, with nearly ½ million being invalided.

Obviously the system was not a roaring success.

The modern view is that preservice selection is notoriously unreliable and it can be expected to eliminate only the more obviously unintelligent, unstable, or mentally disordered.



It is more practical to eliminate the vulnerable on the basis of their performance during service and men who do not have the necessary fibre to make soldiers must be gotten rid of by administrative means.

I realise that there are great pressures to keep up the numbers, but the retention of the grossly inadequate is akin to retaining a Trojan horse in a unit.

The importance of the *power of the group* and *leadership* have been stressed. But it would be unwise to depend on these two morale factors alone. In the battle we may have to fight, we must take into account every means of encouraging deter-

mination in battle.

Earlier we considered the adverse effect of *the unknown*. Our soldiers are being asked to act aggressively against a quite alarming enemy—namely a large concentration of Russian armour. Even Israeli troops on the Golan Heights—troops with battle experience, found the sight unnerving.

How many of our infantry soldiers have worked with tanks? How many are convinced that their weapons will destroy enemy armour? How many of our infantry soldiers are aware how vulnerable the tank is to attack at very close range by determined troops—especially in close country?



Obviously I do not know the answers. *All* I can say is that if *all* our troops have this experience and knowledge, there is one less factor to cause them fear and despair.

If only a few of our troops are so trained—we may have ourselves a problem.

Soldiers should be given every opportunity to gain experience of what we expect of them on the battlefield.

To keep a soldier away from what war is really like until he finds out for himself is as reasonable as keeping a medical student away from disease.

Physical Fitness

In virtually every account of battle, the exhausting effects of even short bursts of fighting is stressed. Only the really physically fit soldier will be able to combat such fatigue.

How long the overweight soldier, or the man who cannot meet standards of physical efficiency, will survive is a matter for conjecture. I am not convinced it will be for very long.

Remember the reply of the Delphian Oracle when asked what Sparta had most to fear? One word, *luxury*.

Success

I included *administration* in my initial consideration of *success*. Repeatedly in military history—it was certainly so at Calais—the well-administered unit is seen to overcome outside confusion and pressure.

Soldiers gain tremendous encouragement from the knowledge that, whereas the whole thing might appear to be a shambles, their unit moved well and was fed, etc. Obviously such *administrative skill* is built up in peacetime.

What Can Commanders Do in War?

Obviously the factors I have already mentioned in peace are equally applicable in war. There are, however, two subjects I would like to discuss; *information* and *psychiatric casualties*.

Information. We have already discussed how one aspect of the power of *the unknown* undermines the soldier's will. There is one other; namely *lack of information*. Lack of knowledge as to what is happening both to our own troops and the enemy can lead to rumour and uncertainty.

We will be putting troops into a foreign country in the midst

of chaos. There will be refugees on the roads and possibly retreating troops from other formations. Rumour can hardly fail to spread like a plague in such a situation. The only antidote is *accurate information*. While security places certain limitations on the amount of information that can be given, whenever possible the soldier *must* be kept in the picture.

Psychiatric Casualties

Despite all our efforts, when stress becomes too much, or the soldier has been under stress for too long, the will breaks and the soldier suffers psychiatric breakdown. This breakdown can present in many forms:

Panic states which result in headlong flight.

Acute depression where the patient sits mute and motionless.

Acute anxiety with extreme restlessness and agitation.

Exhaustion states where troops show abnormal fatigue.

Hysterical reactions, including hysterical blindness, paralysis, etc.

A word of caution. It is to be expected that in battle everybody will be keyed up. Men can well sweat, have tremors, and be short tempered without being on their way to a psychiatrist. However, commanders at all levels must watch for the first signs of *defeat* in a soldier and come to the man's rescue. Leaders, officers or NCOs, who have been with their men for some time and know them well will quickly recognise the first signs. It is at this stage that a joke, asking the man to carry out a simple act, the odd word, or even a hand on the shoulder, will give him the support he needs.

How many times have we read in descriptions of a battle that, just before the action started, in that terrible short period of inactivity when the will begins to ebb away, "*The leader moved amongst his men.*" This sort of situation is the test of *real leadership*. If a man is causing concern to a leader, asking that man to accompany him as he moves about often gives the soldier the support he needs.

There is no doubt that *inactivity at a time of tension breeds fear* and that the best antidote to the poison of fear is *purposeful actions*.

Once action begins, obviously the most steadying act by the soldier is to fire his weapon. This may seem a blinding glimpse of the obvious, but Brigadier General (then Colonel) S.L.A. Marshall, United States Army, carried out a survey involving several hundreds of U.S. Army infantry companies in World War II. He found that only some 15 to 20 percent of rifle company personnel actually fired upon the enemy or exhibited appropriate aggressive activity during battle. This negative attitude by some members of the group will present the leader with his greatest challenge. He must realise it may happen and be prepared for it.

So far, the whole of this has been geared to the prevention of psychiatric battle casualties. What do we do when, despite all efforts, some of our men really start to break?

Men in early stages of psychiatric breakdown are highly suggestible and can still be retrieved, especially by a positive approach by a leader the man trusts and respects. I would suggest that there are three possible courses of action.

If it is still possible to communicate with the man, attempts should still be made to stir him into action by carrying messages, helping a comrade, etc. This activity could be carried out at a company aid post or company headquarter level.

If the man is incapable of such action, rest, sleep, food, etc. actually in the company aid post can often work wonders.

Lastly, there is the psychiatric casualty who, either by his position in the company hierarchy, by his symptoms is causing unrest amongst the others, or by the very seriousness of his symptoms cannot be treated within the company and therefore has to be evacuated.

Even in the case of the last group I would suggest nearly all could, and should, be treated at the regimental level.

There is one final point I would like to make. A psychiatric casualty, in many cases, knows he has failed. Censure and mockery from a respected member of the group will do him more harm than good. He wants *firm* but *understanding* support. He needs *firm direction* and *aid* from a member of his group or a leader he respects. He *does not* need a shoulder to cry on or, in most cases, certainly not a psychiatrist.

Conclusion

As a parting shot I would like to make one last quotation to leave in your minds the vital part the well integrated group plays in defending the soldier against psychiatric breakdown in battle:

"We trained hard, but it seemed that every time we were beginning to form up into teams we would be reorganised. I was to learn later in life that we tend to meet any new situation by reorganising. And a wonderful method it can be for creating the illusion of progress while producing confusion, inefficiency, and demoralisation."

Petronius Arbiter, 210 BC

It seems that man doesn't change much—neither do the mistakes he makes. If you are to remember anything from this lecture, remember General Action's remark, "*The Regiment had always fought well. We were amongst our friends.*"

MAJOR GENERAL T. S. HART, MB, MFCM, DPH, DTM&H, Director of Medical Services United Kingdom Land Forces, was educated at Dulwich College and trained in medicine at Guy's Hospital. Commissioned into the Royal Army Medical Corps (RAMC) in 1951, he was appointed Regimental Medical Officer, 1st Battalion, Royal Norfolk Regiment and served with the unit in Korea and Hong Kong. In 1953, he joined the British Army of the Rhine (BAOR) where he served as Second-in-Command of the 14th Field Ambulance Company and later as Deputy Assistant Director of Medical Service, 2d Infantry Division. After attending Staff College Camberley in 1958, he held an appointment in the Ministry of Defence (Army) until 1961 when he attended the Senior Officers' Course of the Royal Army Medical College, being awarded the Montifiore Prize and Medal in Military Surgery. Following the Senior Officers' Course, he attended the London School of Tropical Medicine. Between 1963 and 1969 he commanded the British Military Hospital Kluang, Malaya; attended the Joint Services Staff College Latimer; served as Assistant Director of Medical Service (ADMS), Eastern Command; and commanded the Military Hospital Colchester. Following a tour in the Manning Branch of the RAMC, he attended the Royal College of Defence Studies and subsequently became ADMS, 3d Division. In 1975, he was promoted to Brigadier and served 2 years as Deputy Director of Medical Service Corps, BAOR. He joined Headquarters, United Kingdom Land Forces as a Major General in 1978 and became Director of Medical Services.

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Appendix B

"BATTLE DOCTRINE FOR FRONT LINE LEADERS"

10 November 1981

Originally published by the 3d Marine Division for its front line leaders, and subsequently distributed Corps-wide as an official training guide during World War II by LtGen A.A. Vandegrift, Commandant, U. S. Marine Corps, this pamphlet contains in pure form the formula for positive combat leadership. The essence of its fundamentals applies both on and off the field of battle to all leaders, at all times, regardless of rank, specialty, or duty assignment. I commend these truths to your careful study. Failure to follow them can cost your professional creditability in peacetime, and, in war, the lives of those dependent upon your leadership.

(Signed) D. M. TWOMEY
Major General, U. S. Marine Corps
Director, Education Center

FOREWORD

This forceful restatement of the fundamental principles of troop leadership, supplemented by rules based on combat experience in the Solomon Islands Area was prepared by the Third Marine Division, Fleet Marine Force. It is worthy of careful study by every Marine who is or may be charged with the leadership of other Marines in battle.

(Signed) A. A. VANDEGRIFT

INTRODUCTION

The senior commander of a force plans the battle in its broader sense and is responsible for ultimate success or failure. However, once a subordinate unit has been committed to action, he must, for the time being, limit his activities to providing the necessary support and insuring the coordination of all components. Regardless of how well conceived the Senior commander's plan may be, it can be nullified if his front line platoons are incapable of carrying out the mission assigned.

The conduct of the front line rests with company commanders, and their platoon and squad leaders. The front line leader must plan and execute his own battle. He must know his enemy, his own men, and must aggressively employ all of his weapons in coordinated fire and movement. He must personally lead his unit to success. The paramount importance of front line leadership cannot be overestimated.

1. The prime factor in a successful fighting unit is esprit de corps. This needs no explanation. It simply means that no Marine ever lets another Marine down. The expression, "A Squad of Marines," has for over a hundred years been synonymous with such other expressions as "coiled rattlesnake," "concentrated dynamite," "powder keg," etc. Its meaning has been well-earned.

2. Of almost equal importance to a fighting unit is discipline. This applies to all activities at all times. It must never be relaxed, particularly during times of hardship, discomfort, or danger. It spells the difference between a "mob" and a "unit." Discipline is obtained mainly through diligence of the leader in insisting that things be done "right," and aided by the judicious daily application of rewards and punishments. Justice, consistency, firmness, and respect are the roots of discipline. Men like to serve in a well-disciplined unit. Mob methods disgust them.

3. Be neat in your person; habitually wear your insignia of rank on all uniforms and have all your subordinates do the same. Insignia may be dulled or blended just before entering close combat--but not before.

4. Exercise and display absolute loyalty toward a superior, particularly when he is absent. This is not only morally correct, it is the only sure footing in any military organization. It also enhances your personal prestige among your subordinates.

5. Refrain from "blowing up" under stress or when irritated.

6. Always show enthusiasm - it is infectious.

7. Never allow yourself to be unduly rushed or stampeded. There is usually ample time for considered judgment, even during battle. Dignity and poise are invaluable assets to a leader.

8. In the field, practice the habit of making daily inspections (using the "sample" method) and insist on: (1) clean weapons, (2) presence of arms, ammunition, mess gear, helmets and other items of individual equipment, (3) care of the feet, (4) alertness while on watch. See that rewards and punishments are promptly awarded.

9. At the front, visit all of your men frequently — talk to them — be sure they know what you want them to do at all times, and where you can be found.

10. Do not get your unit lost — nothing destroys confidence quicker.

11. As a general rule do not call for volunteers to do a dangerous or distasteful job. Pick out the individuals yourself and assign them to the job clearly, and in the presence of others.

12. Give your orders positively and clearly at all times. Avoid vagueness.

13. Never allow cruelty, it undermines the natural courage and manliness of the perpetrator. Be respectful to the dead — even the enemy dead. Bury the dead quickly.

14. Be prompt and accurate in making reports. Send back information at least once each hour during an action. The commanding officer can't help you unless he knows your situation.

15. If anything goes wrong, do not be too quick to blame our artillery, aviation, engineers, supply services, or any other organization. They can be depended upon always to do all they can with the information and means at hand. They, too, have a job which requires courage and determination, and they are doing their best to back you up.

16. Take active charge of all activities on the front which lie within your sphere of responsibility.

17. A front-line Marine demands little from his leader, namely: (1) a clear conception of what he is expected to do, (2) ammunition, (3) drinking water, (4) rations, (5) medical service, and eventually (6) cigarettes and mail. These items must be your continuous concern.

18. Always arrange for the comfort of your men before you do your own.

19. Maintain your leadership. Nothing is more humiliating to a nominal leader than to see his men naturally turning to a subordinate for direction in times of danger.

20. Arrange continuously for your men to get as much rest as the situation will allow. Avoid unnecessary harassments, such as "standing by." Unless your unit is on the move, or unless you or the enemy are actually attacking, you can usually arrange for at least two-thirds of your men to sleep at night.

21. Do not tolerate any evidences of self-pity in your men. It makes any difficult situation worse.

22. Keep to yourself alone any concern you may have as to your general situation, and do not let it be reflected in your countenance or actions. Remember that all situations look critical at times.

23. Encourage common decency — do not tolerate vulgarity or filthy language in your presence.

24. Insist on carrying out all rules for field sanitation, even in the front lines.

25. Do not encourage rumors — they are usually disturbing — most of them are entirely without foundation. Find out for yourself and be the first to tell your men the truth.

26. Win a reputation for moving your outfit promptly. Depart and arrive on time.

27. Be "time and space" conscious. By practice, know the average time it takes: (1) to issue your orders, (2) to assemble your unit, (3) to move it a hundred yards over varied types of terrain, (4) to deploy it for battle. Always have your watch set at the correct time.

28. Keep your men informed as to the enemy situation and your plans. Devise and execute plans for taking prisoners.

29. Offensive tactics, briefly summarized, may be stated as follows: Hold the attention of your enemy with a minimum force, then quickly strike him suddenly and hard on his flank or rear with every weapon you have, then rush him when his fire slackens. Any plan that accomplishes this will usually win if it is driven home quickly. Be slow to change a plan — the reason for the change should be obvious.

30. Remember that supporting arms seldom destroy — they paralyze temporarily. Take quick advantage of their support before the enemy "comes to." Act suddenly.

31. In a surprise meeting of small forces, hit the enemy immediately while he is still startled; don't let him get set, be persistent, and "keep him rolling."

32. Be prepared always. Anticipate your action in case of an emergency. Ask yourself what you would do immediately in case the enemy should suddenly appear. If you have to hesitate in your answer, you are not sufficiently prepared. Keep thinking, and at all times be one jump ahead of the immediate situation.

33. Never permit men to remain inactive under machine gun fire. Give orders quickly.

34. Do not permit the slightest rearward movement of any individual while under heavy fire, except to get wounded out, or when openly directed by you. It is usually best to go forward, or dig in until the fire ceases.

35. Always endeavor to confront your enemy with a superior volume of accurate fire. This may be accomplished at any given point by means of maneuver and coordination of the fire of all weapons. Use every weapon you have — they are all especially effective if used together.

36. A great and successful troop leader said that there comes a point in every close battle when each commander concludes that he is defeated. The leader who carries on, wins.

37. It has been recently observed that an enemy often slackens or ceases his fire right at the time he appears to be getting the upper hand. He then simply crouches in his hole. This means that he cannot sustain a fire fight. Stick to your plan and hit him harder.

38. Positions are seldom lost because they have been destroyed, but almost invariably because the leader has decided in his own mind that the position cannot be held.

39. Beware of daylight withdrawals. They may appear logical in a classroom but they are always dangerous in practice. In a tight spot hold on, at least until nightfall.

40. Nothing on this earth is so uplifting to a human being as victory in battle; nothing so degrading as defeat.

41. "Battles are won during the training period."

COMBAT LEADERSHIP

"There is no new thing under the sun." - Ecclesiastes

From his vast experience acquired during military service which spanned three wars, Brig Gen S. L. A. Marshall (Ret) has written and spoken extensively, passing on his keen personal observations. Particularly significant was a paper which he read, in 1957, at the Symposium on Preventive and Social Psychiatry. Following is a condensation of that paper.

Editor.

THERE is a modern tendency to believe that science may find a new and secret key to the strengthening of moral forces within military organization which may have eluded the most gifted captains in times past who found the right way through instinct.

I was at Pork Chop Hill in 1953 to determine how our troops had behaved. It was a tactical review of the meaning, method, and manner of leadership under the most exasperating of field conditions. The men were green; the young leaders hardly knew the character of their following; and many of the men, newly arrived replacements, were total strangers. Certainly here was an inviting laboratory. Yet when the seven weeks' work was concluded, I had found nothing new under the sun.

More recently, I was in the Middle East with the Israeli Army, in Sinai, studying the "100-Hour War" of November 1956. Never before in human history have troops been pushed as hard and moved as concertedly and recklessly to a dramatic and decisive goal in war. My

job was to get at the nature of that Army by examining in detail its movements, motives and moral forces under the stress of battle. But again I found nothing new under the sun.

Every rule of action, every precept and example set for and by leadership, toward the end that an immediate following would be stimulated and the Army as a whole would respond if inspired, must have been old at the time of Gideon.

At the high tide of danger, leaders invariably went first. They counseled their men to audacity by being themselves audacious. Amid dilemma, they resolved their courses by taking the line of greatest daring, which they reckoned to be the line of main chance. Exercising tight control amid crisis, they still bubbled with good humor. Yet one other command attitude was even more conspicuous. While these young men—company, battalion, or brigade leaders—demanded an utmost performance from their troops and pushed them many times toward the fringe of exhaustion, they did not go beyond it. Right on the battlefield, with an attack pending, they would halt everything to order a rest or a sleep if they felt that the condition of the troops demanded it. Too often we tend to an opposite course, and we waste men and opportunity because of it.

I have heard many times, in explanation of the dynamism of Israel's Army that "Of course,

these troops are highly motivated. They are pioneers. Their land is ever in danger and surrounded by enemies." No one would deny that these are factors which simplify Israel's basic training situation and enable Government to make a stern requirement of the individual. But for my own part, I reject the idea that the extraordinary spirit of that Army in combat comes from self-identification of the individual with the goals of his nation when his life is in danger. That is not the nature of man under battle stress; his thoughts are as local as his view of the nearest ground cover, and unless he feels a solidarity with the people immediately around him and is carried forward by their momentum, neither thoughts about the ideals of his country nor reflections on his love for his wife will keep him from diving toward the nearest protection.

When fire sweeps the field, nothing keeps a man from running except a sense of honor, of bound obligation to the people right around him, of fear of failure in their sight, which might eternally disgrace him. Generate high motivation and the spirit of dedication if you can, but don't over-evaluate them as the begin-and-end-all of combat efficiency. Even an utterly unselfish patriotism (if there be such a motivation) will not of itself make inspired leading or generate its prerequisite — that personal

COMBAT LEADERSHIP .

continued from front inside cover

magnetism which produces group unity.

I recall the words of General Dayan (Israeli Army Chief of Staff): "A leader should be moral. He shouldn't drink heavily, play around with women, be careless in his private affairs, neglect his work, fail to know his men intimately as individuals. And you may have a moral paragon who observes all the rules and is still not a leader. In fact, if he is that perfect, combat leading may be the one thing at which he will certainly fail." To that, amen!

TH~~ERE~~ is no point in repeating the platitude "nothing succeeds like success." But there is every reason to state again and again the almost disregarded corollary that within military organization, faith in ultimate success is the broad highway to success itself. I have been fortunate. Four times in my military service I have had the experience of taking over a demoralized, rundown unit in wartime, with the charge that I would get it up and going again. Were that to happen to me a fifth time, I would want nothing better than that, at the earliest moment, those under me would get the idea, right or wrong: "This man is born under a lucky star. He may be cantankerous, demanding, hard to live with, and idiosyncratic. Maybe his sense of right and wrong wobbles a bit. But, if we stay with him, this unit is coming out of the woods, and I personally will have a firmer hold on the future." Yes, that is what I would like them to say.

In this business of rebuilding I have never known any better therapy than to talk again and again about the importance of group success as a foundation for the personal life while taking actions which indicated new

direction.

In combat or out of it, once an organization gets the conviction that it is moving to higher ground and some distinction will come of it, then all marginal problems begin to contract. Discipline and standards of courtesy tighten of themselves, because pride has been restored. Mul lingering in the form of too many men on sick call, AWOLs, and failure to maintain proper inspection standards becomes minimal through a renewed confidence and an upgrading of interpersonal relationships at lower levels. When the group gets the feeling of new motion, it centrifugally influences anyone who tries to stand still. It can even make good soldiers out of potential bad actors. I remember a dying boy at the battle of Carentan. He had been an "eight ball" in the paratroop company. Just before death took him, he said, "Tell me at last, Captain, that I wasn't completely a foul-up." So saying, he expressed the natural longing in all mankind.

Just as motion and sense of direction rehabilitates the unit, so they tonic the leader by cutting pressure from higher command. What a wonderful thing is freedom of motion and how little you can get it with someone "riding your neck!" So I long learned that when your scoresheet reads no VD, no courts-martial and no AWOLs, out of a mistaken impression up there in heaven that these things connote operational efficiency, you can win the right to be left along, sans inspection, sans interference; and what a blessed state it is!

There is one radical difference between training and combat conditions. In training, the commander may be arbitrary, demanding and a hard disciplinarian, working and sweating his troops more than any company along the line. But so long as his sense of fair play in his handling of his own men becomes evident to them, and provided they become aware that what he is doing

is making them more efficient than their competition, and better prepared for the rigor of combat, they will approve him, if grudgingly, stay loyal to him, and even possibly come to believe in his lucky star.

In combat something new is added. Even if they have previously looked on him as a father and believed absolutely that being with him was their best assurance of successful survival, should he then develop a dugout habit, show himself as fearful and too careful of his own safety, he will lose his hold on them no less absolutely. I witnessed these battlefield transformations in France in 1918. In the wars since then, all I have observed of our forces and others has served but to confirm that first powerful impression. On the field there is no substitute for courage, no other bonding influence toward unity of action. Troops will excuse almost any stupidity; excessive timidity is simply unforgivable.

Being a fundamentalist, I see man as a creature under daily challenge to prove to himself, by one means or another, the quality and character of his own manhood. And I am quite sure that in his working relations with all other men, as to whether he is to attain to firm ascendancy over them in a common activity, the hallmark of acknowledged superiority finally is the tested and proven masculine elements in his character. That implies the readiness to accept risk instead of putting ever uppermost the quest for security—and of this we hear too little in our time. It implies also a capacity for completing assigned or chosen work, without which no man may truly lead. Around two such fundamentals may be developed the aura, the manner, of leadership. If they be missing, there is no hope. All of this is to be found in Ecclesiastes, along with the phrase: "There is no new thing under the sun."

Appendix D

Chapter 26

AMERICANS IN COMBAT

The command and control of men in combat can be mastered by the junior leaders of American forces short of actual experience under enemy fire.

It is altogether possible for a young officer in battle for the first time to be in total possession of his faculties and moving by instinct to do the right thing, provided he has made the most of his training opportunities.

Exercise in the maneuvering of men is only an elementary introduction to this educational process. The basic requirement is a continuing study, first of the nature of men, second of the techniques that produce unified action, and last, of the history of past operations, which are covered by an abundant literature.

Provided always that this collateral study is sedulously carried forward by the individual officer, at least 90 percent of all that is given him during the training period becomes applicable to his personal action and his power to lead other men when under fire.

Each Service has its separate character. The fighting problem of each differs in some measure from those of all others. In the nature of things, the task of successfully leading men in battle is partly conditioned by the unique character and mission of each Service.

It would therefore be gratuitous, and indeed impossible, to attempt to outline a doctrine that would be of general application, stipulating methods, techniques, and so forth, that would apply to all Americans in combat, no matter in what element they engaged.

There are, however, a few simple and fundamental propositions to which the Armed Forces subscribe in telling their officers what may be expected of the average man of the United States under the conditions of battle. Generally speaking, they have held true of Americans in times past from Lexington on April 19, 1775, to the withdrawal of the last brigade from Vietnam toward the end of 1972. The fighting establishment builds its discipline, training, code of conduct, and public policy around these ideas, believing that what served yesterday will also be the one best way tomorrow, and for so long as our traditions and our system of freedoms survive. These propositions are:

(Excerpt from The Armed Forces Officer)

I

When led with courage and intelligence, an American will fight as willingly and as efficiently as any fighter in world history.

II

His keenness and endurance in war will be in proportion to the zeal and inspiration of his leadership.

III

He is resourceful and imaginative, and the best results will always flow from encouraging him to use his brain along with his spirit.

IV

Under combat conditions, he will reserve his greatest loyalty for the officer who is most resourceful in the tactical employment of his forces and most careful to avoid unnecessary losses.

V

He is to a certain extent machine-bound because the nature of our civilization has made him so. In an emergency, he tends to look around for a motor car, a radio, or some other gadget that will facilitate his purpose, instead of thinking about using his muscle power toward the given end. In combat, this is a weakness which thwarts contact and limits communications. Therefore it needs to be anticipated and guarded against.

VI

War does not require that the American be brutalized or bullied in any measure whatever. His need is an alert mind and a toughened body. Hate and bloodlust are not the attributes of a sound training under the American system. To develop clearly a line of duty is sufficient to point Americans toward the doing of it.

VII

Except on a Hollywood lot, there is no such thing as an American fighter "type." Our best men come in all colors, shapes, and sizes. They appear from every section of the Nation.

VIII

Presupposing soundness in their officer leadership the majority of Americans in any group or unit can be depended upon to fight loyally and obediently and will give a good account of themselves.

IX

In battle, Americans do not tend to fluctuate between emotional extremes, in complete dejection one day and in exultation the next,

according to changes in the situation. They continue, on the whole, on a fairly even keel, when the going is tough and when things are breaking their way. Even when heavily shocked by battle losses, they tend to bound back quickly. Though their griping is incessant, their natural outlook is on the optimistic side, and they react unfavorably to the officer who looks eternally on the dark side.

X

During battle, American officers are not expected either to drive their men or to be forever in the van, as if praying to be shot. So long as they are with their men, taking the same chances as their men, and showing a firm grasp of the situation and of the line of action that should be followed, the men will go forward.

XI

In any situation of extreme pressure or moral exhaustion, where the men cannot otherwise be rallied and led forward, officers are expected to do the actual, physical act of leading, such as performing as first scout or point, even though this means taking over what normally would be an enlisted man's function.

XII

The normal, gregarious American is not at his best when playing a lone-handed or tactically isolated part in battle. He is not a kamikaze or a one-man torpedo. Consequently, the best tactical results obtain from those dispositions and methods that link the power of one man to that of another. Men who feel strange with their unit, having been carelessly received by it, and indifferently handled, will rarely, if ever, fight strongly and courageously. But if treated with common decency and respect, they will perform like men.

XIII

Within our school of military thought, higher authority does not consider itself infallible. Either in combat or out, in any situation where a majority of militarily trained Americans become undutiful, that is sufficient reason for higher authority to resurvey its own judgments, disciplines, and line of action.

XIV

To lie to American forces to cover up a blunder in combat never serves any valid purpose. They have a good sense of combat and an uncanny instinct for ferreting out the truth when anything goes wrong tactically. They will excuse mistakes, but they will not forgive being treated like children.

XV

When spit-and-polish are laid on so heavily that they become onerous, and the ranks cannot see any legitimate connection between the requirements and the development of an attitude that will serve a clear fighting purpose, it is to be questioned that the exactions serve any good object whatever.

XVI

On the other hand, because standards of discipline and courtesy are designed for the express purpose of furthering control under the extraordinary frictions and pressures of the battlefield, their maintenance under combat conditions is as necessary as during training. Smartness and respect are the marks of military alertness, no matter how trying the circumstances. But courtesy starts at the top in the dealing of any officer with his subordinates, and in his decent regard for their loyalty, intelligence, and manhood.

XVII

Though Americans enjoy a relatively bountiful, and even luxurious, standard of living in their home environment, they do not have to be pampered, spoon-fed, and surfeited with every comfort and convenience to keep them steadfast and devoted, once war comes. They are by nature rugged men, and in the field will respond most perfectly when called upon to play a rugged part. Soft handling will soften even the best men. But even the weak man will develop a new vigor and confidence in the face of necessary hardship, if moved by a leadership that is courageously making the best of a bad situation.

XVIII

Extravagance and wastefulness are somewhat rooted in the American character because of our mode of life. When our men enter military service, there is a strong holdover of their prodigal civilian habits. Even under fighting conditions, they tend to be wasteful of drinking water, food, munitions, and other vital supply. When such things are made too accessible, they tend to throw them away rather than conserve them in the general interest. This is a distinct weakness during combat, when conservation of all supply may be the touchstone of success. Regulation of supply and prevention of waste in any form is the prime obligation of every officer.

XIX

Under the conditions of battle, any extra work, exercise, maneuver, or marching that does not serve a clear and direct operational purpose is unjustifiable. The supreme object is to keep men

as physically fresh and mentally alert as possible. Tired men take fright and are half-whipped before the battle opens. Worn-out officers cannot make clear decisions. The conservation of men's powers, not the exhaustion thereof, is the way of successful operation.

XX

When forces are committed to combat, it is vital that not one unnecessary pound be put on any man's back. Lightness of foot is the key to speed of movement and the increase of firepower. In judging these things, every officer's thought should be on the optimistic side. It is better to take the chance that men will manage to get by on a little less than to overload them, through an over-cautious reckoning of every possible contingency, thereby destroying their power to do anything effectively.

XXI

Even thorough training and long practice in weapons handling will not always insure that a majority of men will use their weapons freely and consistently when engaging the enemy. In youth they are taught that the taking of human life is wrong. This feeling is deep-rooted in their emotions. Many of them cannot shake it off when the hour comes that their own lives are in danger. They fail to fire though they do not know exactly why. In war, firing at an enemy target can be made a habit. Once required to make the start, because he is given personal and intelligent direction, any man will find it easier to fire the second and third time, and soon thereafter his response will become automatic in any tactical situation. When engaging the enemy, the most decisive task of all junior field force leaders is to make certain that all men along the line are employing their weapons, even if this means spending some time with each man and directing his fire. Reconnaissance and inspection toward this end, particularly in the early stages of initial engagement, are far more important than the employment of weapons by junior leaders themselves, since this tends to distract their attention from what the men are doing.

XXII

Unity of action develops from fullness of information. In combat, all ranks have to know what is being done, and why it is being done, if confusion is to be kept to a minimum. This holds true in all types of operation, whatever the Service. However, a surfeit of information clouds the mind and may sometimes depress the spirit. We can take one example. A commander might be confronted by a complex situation, and his solution may comprise a continuing operation in three distinct phases. It would be advisable

that all hands be told the complete detail of "phase A." But it might be equally sensible that only his subordinates who are closest to him be made fully informed about "phase B" and "phase C." Since all plans in combat are subject to modification as circumstances dictate, it is better not to muddle men by filling their minds with a seeming conflict in ideas. More important still, if the grand object seems too vast and formidable, even the first step toward it may appear doubly difficult. Fullness of information does not void the other principle that one thing at a time, carefully organized all down the line, is the surest way.

XXIII

There is no excuse for malingering or cowardice during battle. It is the task of leadership to stop it by whatever means would seem to be the surest cure, always making certain that in so doing it will not make a bad matter worse.

XXIV

The Armed Services recognize that there are occasional individuals whose nervous and spiritual makeup may be such that, though they erode rapidly and may suffer complete breakdown under combat conditions, they still may be wholly loyal and conscientious men, capable of doing high duty elsewhere. Men are not alike. In some, however willing the spirit, the flesh may still be weak. To punish, degrade, or in any way humiliate such men is not more cruel than ignorant. When the good faith of any individual has been repeatedly demonstrated in his earlier service, he deserves the benefit of the doubt from his superior, pending study of his case by medical authority. But if the man has been a bad actor consistently, his officer is warranted in proceeding on the assumption that his combat failure is just one more grave moral dereliction. To fail to take proper action against such a man can only work unusual hardship on the majority trying to do their duty.

XXV

The United States abides by the laws of war. Its Armed Forces, in their dealing with all other peoples, are expected to comply with the laws of war in the spirit and to the letter. In waging war, we do not terrorize helpless non-combatants if it is within our power to avoid so doing. Wanton killing, torture, cruelty, or the working of unusual and unnecessary hardship on enemy prisoners or populations is not justified in any circumstance. Likewise, respect for the reign of law, as that term is understood in the United States, is expected to follow the flag wherever it goes. Pillaging, looting, and other excesses are as immoral when Americans are

operating under military law as when they are living together under the civil code. Nonetheless, some men in the American forces will loot and destroy property unless they are restrained by fear of punishment. War looses violence and disorder; it inflames passions and makes it relatively easy for the individual to get away with unlawful actions. But it does not lessen the gravity of his offense or make it less necessary that constituted authority put him down. The main safeguard against lawlessness and hooliganism in any armed body is the integrity of its officers. When men know that their commander is absolutely opposed to such excesses and will take forceful action to repress any breach of discipline, they will conform. But when an officer winks at any depredation by his men, it is no different than if he had committed the act.

XXVI

On the field of sport, Americans always "talk it up" to keep nerves steady and to generate confidence. The need is even greater on the field of war, and the same treatment will have no less effect. When men are afraid, they go silent; silence of itself further intensifies their fear. The resumption of speech is the beginning of thoughtful, collected action, for two or more men cannot join strength and work intelligently together until they know one another's thoughts. Consequently, all training is an exercise in getting men to open up and become articulate even as it is a process in conditioning them physically to move strongly and together.

XXVII

Inspection is more important in the face of the enemy than during training because a fouled piece may mean a lost battle, an overlooked sick man may infect a fortress, and a mislaid message can cost a war. By virtue of his position, every junior leader is an inspector, and the obligation to make certain that his force at all times is inspection-proof is unremitting.

XXVIII

In battle crisis, a majority of Americans present will respond to any man who has the will and the brains to give them a clear, intelligent order. They will follow the lowest-ranking man present if he obviously knows what he is doing and is morally the master of the situation, but they will not obey a chuckle-head if he has nothing in his favor but his rank.

XXIX

Americans are uncommonly careless about security when in the combat field. They have always been so; it is part of their nature. Operations analysts reckoned, as to Vietnam, that this fault

in itself accounted for approximately one-third of our casualties. This weakness being chronic, there is no safeguard against it except super vigilance on the part of officers, and the habit is easiest formed by giving foremost attention to the problem during training exercises.

XXX

For all officers, due reflection on these points relating to the character of our men in war is not more important than a continuing study of how they may be applied to all aspects of training, toward the end that we may further strengthen our own system. That armed force is nearest perfect which best holds itself, at all times and at all levels, in a state of readiness to move against and destroy any declared enemy of the United States.

A legacy of esprit and leadership

by MGen John A. Lejeune

† "Combat leader, scholar, thinker, educator, innovator — all these describe the man who became the thirteenth Commandant of the Marine Corps and served as such for nine years during the 1920's." With these words Gen Lemuel C. Shepherd Jr., 20th Commandant describes MGen John A. Lejeune in the preface to the new edition of *Reminiscences of a Marine*, Lejeune's memoirs, republished this month by the Marine Corps Association.

Over the years John A. Lejeune has become almost a legend in the Marine Corps. "Besides the many 'firsts' of his distinguished thirty-nine year career," Gen Shepherd goes on to say, "Lejeune can perhaps best be described as the man who charted the course of the Corps in the 20th century." And indeed he did, when he directed a study of amphibious warfare at Marine Corps Schools, Quantico from which the Corps' modern amphibious doctrine evolved. But above all else Gen Lejeune's legacy comes down strongest for his model of leadership. He set forth the "teacher-pupil" approach in the relationship between officer and enlisted which still provides the hallmark for Marine Corps leadership.

On 18 January 1921 he spoke to the Army General Staff College (forerunner of the Army War College), Washington, D.C. about esprit and leadership. He found the two inseparable. His message is timeless and proves that in leading men, leadership doesn't change much, only men do. On the 59th anniversary of Gen Lejeune's appointment as Commandant of the Marine Corps, we publish his talk on leadership as he gave it 58 years ago.



When General Smith wrote to me and asked me to come down to the General Staff College and make a talk on the subject of esprit and leadership, I was very loathe to accept. In the first place, I had been at the school here for 14 months and I felt like a fleet officer going back to the Naval Academy, getting up on the platform and talking to the staff and students of the school. In the second place, I have been very busy. I could see ahead that I would be busy with that kind of work which is very distracting; there are so many questions coming up all the time that it is very hard to concentrate on any one subject. In the third place, I did not think, and I do not think now, that I have any very important message which would be of great value to the persons who were going to hear it. However, I wrote out a talk. Ordinarily I talk without notes, but I put them down because I might get a case of buck-fever.

Esprit de corps and morale are kindred subjects; in fact, some writers consider them as synonymous. This, however, is not the case, as esprit de corps is only one of the factors which goes to constitute morale.

"Esprit itself cannot be perceived...but nevertheless every leader of men knows that it does exist and that it is...necessary to...achieve victory."

Morale is three-fold — physical, mental or professional, and spiritual. The physical condition of troops has a great influence on their morale. Men whose bodies are untrained physically, who are soft from leading sedentary lives, are unable to stand the strain and stress of long marches and active campaigning. Their morale is rapidly lowered, and they soon become demoralized.

The effect of physical training is exemplified in the case of Stonewall Jackson's division. In the fall campaign of '62, they made such long marches with so few stragglers that they were called the "Foot Cavalry." General Dick Taylor, who commanded one of the brigades, writes very interestingly in his book entitled "Destruction and Reconstruction," telling how he trained his brigade to march. He said in '61 Jackson's division marched very poorly. It was composed largely of men who were brought up in the country and who were accustomed to ride

on horse-back, or were city men who were accustomed to riding in carriages. Taylor took his brigade and practiced it in marching during the winter of '61 and '62, so in the spring of '63 his brigade marched so well that it was adopted by Jackson as an example for the whole division. The whole division was practiced in marching with the wonderful results that history tells us about. The morale of that division as we know was very high; perhaps the physical condition of the men had a great effect on it.

Similarly, troops whose professional or military training has been neglected, and who are unskilled in the profession of arms, finding themselves unable to cope on equal terms with a highly trained enemy force of equal numbers, have their morale lowered, and it becomes increasingly difficult to obtain results with such troops until and unless they shall have received the careful training and instruction which all troops should have before being thrown into battle.

There are many instances in history of the failure of untrained troops. They are particularly liable to panic. I think in our own history the most notable example is the Battle of Bull Run, where the Union Army became panic-stricken in the afternoon of the battle and broke and fled to Washington. General Grant tells us in his memoirs of a regiment in Illinois which was badly officered. Reports came into the governor's office of the depredations of the troops. They seem to have committed atrocities all around southern Illinois, murders, robberies, drunkenness, everything of that kind. The governor turned to General Grant, then Captain Grant, and said, "What are we going to do?" Grant said, "Give me command of the regiment and I can train them." He was appointed colonel and took command of this regiment, instructed the officers, trained the men, worked them about eight hours a day, and in a few months it was the best regiment of the Illinois troops.

Esprit de corps is the third factor in morale, affecting, as it does, the spirit of the troops. Like everything pertaining to the spirit, it is intangible, imponderable, and invisible. Esprit itself cannot be perceived by any of the five senses, but nevertheless, every leader of men knows that it does exist and that it is the most potent of the forces which it is necessary to utilize in order to achieve victory.



Physical condition has great effect on morale.

Napoleon has said that, of all the elements that go to make up battle efficiency, morale constitutes 75 per cent, or that morale is to the material as three to one. Marshal Foch, I have read, has increased the value of morale over the material to four to one.

When we consider the meaning of these statements, we are at first amazed to find that these great masters of the art of war have apparently gone on record as believing that the element of morale in any organization or army is three or four times greater than the combination of all the material factors, such as the weapons of the infantry, artillery, and cavalry, and, in the case of Marshal Foch, of the air service as well. It is beyond the power of the average man's comprehension to fully visualize this. This version of their statements is, of course, an exaggeration, in that unarmed troops, no matter how high their spirit, could not overcome troops fully armed and equipped with modern weapons, unless they were absolutely lacking in morale, which is practically inconceivable, as even the most inferior troops have some spark of martial spirit, and are not altogether cowards.

What I think was intended to be conveyed by the statement of Napoleon was, that an army with high morale, and necessarily high spirit, could defeat an army of low morale, and necessarily low spirit, which was three times as strong in numbers. A study of history shows that this has happened over and over again. In fact, small forces have defeated armies much greater than three times their size. The battles of the Greeks with the Asiatic armies alone are sufficient to establish the truth of this statement. For instance, Alexander's conquest of Asia; Xenophon's successful retreat with 10,000 men through the heart of Asia Minor although surrounded by hundreds of thousands of the enemy; the battles of Marathon, Thermoplae; and many others.

The Roman armies also overcame forces many times greater than they in numbers through their superiority in morale. A handful of Roman citizens ruled the world until the Roman Empire broke down through the loss of morale on the part of its people, when it then became an easy prey to the hordes of barbarians who had continually pressed against its outer circumference for centuries.

Napoleon verified the truth of his belief by winning many battles with forces inferior in numbers to those of his opponents.

If it be accepted then as true that the esprit de corps of any body of troops is of such tremen-



The author and Gen Butler with SecNav Denby — "some way to 'put it over' the Navy."

dous value, evidently it is a most important subject for a military officer to study. To be able to create and maintain this living thing which we call "esprit" in the hearts of his troops is to be a great leader. Whether he be a platoon, a company, battalion, regimental, division, or army commander, the subject is worthy of his careful attention, and no officer should rest satisfied until he feels that he possesses that greatest of all assets — the ability to play upon the emotions of his men in such a manner as to produce that most wonderful of all harmonies — the music of the human heart attuned to great deeds and great achievements.

To be practical, then, how can we produce and cultivate morale, and particularly that important element of morale — esprit — in our troops? The physical and mental, or professional phases of morale are well known to all of us. To acquire them it is simply a matter of applying practically and intelligently the rules laid down for physical training and military instruction. No proper excuse can be made for failure on the part of officers to bring their troops to the very finest physical condition and to so instruct them as to make them as skillful as the best in the profession of arms. These things are the manifest duty of every officer, including the subaltern, and any officer who fails in the performance of his duty in these respects is un-

worthy to hold a commission. They are the very "ABC" of his profession.

The third factor — the spirit — is a more or less unknown field to all of us and a field which it is very difficult for us to comprehend by the exercise of our mental faculties. Logic and reasoning play but a small part of it. Education assists but little. It is a matter of dealing with the emotions, the spirit, the souls of the troops. A man successful in this realm is a great leader, and the qualities necessary to make him successful are known as the qualities of leadership. How, then, shall we inculcate and cultivate these qualities and become creators of esprit and, therefore, successful leaders of men?

Perhaps we can learn more on this subject, as on all military subjects, by a study of history than by any other method. By consulting history, let us determine who were some of the great leaders and then ascertain, if possible, the methods used by them.

All of us are familiar with the great Hebrew leader called Moses. All of us know, in a general way, that he reorganized his people and gave them a system of government, a body of laws, and a religion, but I do not believe that the average person quite comprehends the tremendous power of his leadership and the causes of his success.

Let us recall to our minds the old Bible story describing the history of the Jews in Egypt, their wanderings in the desert, and their entry into the Promised Land. These people, after several centuries devoted to carrying out the decree of Heaven to be fruitful and multiply, had become a numerous people, so numerous, in fact, as to make their masters, the Egyptians, fear that they might rise and overthrow them. In consequence, the ruler of the Egyptians enslaved them. He forced them to live in crowded ghettos, deprived them of the use of weapons, compelled them to do treadmill work, make bricks without straw, and did everything else in his power to abuse them physically, mentally, morally, and spiritually. In spite of this, the ruler of the Egyptians still feared these people, and in order to prevent their rapid increase in numbers, he issued an edict that the first born male of each family must be slain at birth. The mother of Moses, in order to save his life, hid him in the bullrushes, and he was found and adopted by the daughter of Pharaoh. He was given the high degree of physical and mental training reserved for the ruling classes of Egypt.

Moses, upon attaining manhood, brooded over the condition of his people, and finally left

the court of Egypt and went out into the desert, where he spent several years preparing himself for the great mission which he had personally assumed — that of freeing his people and leading them into Palestine. During this time, he had opportunity to study the lore of the desert, to train himself in the profession of arms, and to sanctify his spirit to the unselfish service of his people and of his God.

This great leader, upon his return to Egypt, finally, after many vicissitudes, secured the permission of Pharaoh to remove the Hebrews and their belongings from Egypt, and actually succeeded in doing so. We know, at the present time, that the march from Egypt to Palestine is one of only a few weeks, although the Bible tells us that the Israelites were lost in the wilderness and wandered about, apparently in an aimless manner, for 40 years.

It is inconceivable that Moses could have allowed this to be done without purpose. He had lived in the desert for several years; he knew where guides could be found; and he knew the routes across the desert himself. A careful study of the Biblical account shows clearly that the wanderings of the Israelites in the desert were carefully planned by Moses himself, and that he took advantage of this opportunity and of the time to build up the morale of his people. These poor and feeble ghetto dwellers either died from exposure or became hardy by their continued wanderings, their open-air life, and by the very difficulties which they had to surmount. They were compelled to learn the use of weapons and the lore of the desert in order to live. Moses taught them how to get food by the chase, how to find water springs, and how to utilize the fruits of the ground which they found from time to time. All of these things were so marvelous to them that they were called miracles.

Moses combined with this perfection of the physical instruction and training, the cultivation of the spirit of his people. He did everything in his power to cause them to lead virtuous and clean lives; he gave them the Ten Commandments, under circumstances which powerfully impressed the imagination of the ignorant Israelites, and these Commandments have come down to us unchanged and still constitute guides in the lives of all civilized people. He drew up and enforced a body of wise and salutary laws. He organized them by tribes into 12 fighting units. He insisted upon their adoption of the worship of the only true God.

Finally, after they had lived for 40 years in the wilderness, during which time every man, woman, and child who had left Egypt — with

the exception of Moses, the civil ruler, and Joshua, the military leader — had died, Moses was able to look upon his people and see, in place of the weak and feeble race he had led from Egypt, a warlike host of 600,000, every member of which had been born, raised and developed in the desert, who were inured to hardship, were vigorous physically and alert mentally, trained in the use of warlike weapons,



organized into a fighting force, filled with a religious enthusiasm which amounted to controlled fanaticism, and determined to reconquer the land which they had been constantly taught had been promised their forefather Abraham by God himself. Moses and Joshua therefore concluded that the time to enter Palestine had come. Moses himself, having completed his work, turned over the control of this warlike host to Joshua, and climbing to the top of a mountain, saw the Promised Land in the distance and was gathered to his Fathers.

Joshua led the troops into the Promised Land, easily overran the country, conquered and destroyed the tribes occupying it, and his people took it for their own.

This constitutes, I believe, the greatest example in history of the upbuilding of the morale of a whole people, and the changing of a race of slaves into a nation of mighty warriors.

There are other similar examples in history, although not quite so striking. Hannibal after the First Punic War prepared himself and the Carthaginians, a commercial trades-people, for the great war with Rome which he saw could not

be avoided. The history of the early years of the Second Punic War tells us of his marvelous success. Cromwell led a religious rebellion against the king, carrying the Puritans to victory. George Washington for eight years led the revolutionary armies of our own country and kept up the spirit of his faltering compatriots. Napoleon seized the opportunity of a regenerated France, whose people were fired with an enthusiasm for liberty and freedom, to lead her armies into the path of military glory and conquest. Finally, in the World War [I] we have the example of our own country — a peaceful nation — suddenly becoming filled with military ardor and the fighting spirit.

In nearly all of these great historical examples, we find a great leader who, in his own character, was the incarnation of the aspirations of his people and who, in his turn, built up their morale and esprit and led them to their goal.

Human nature is much the same as it has always been, although it has evolved with its environment, and the first essential of a successful military leader is to be able to understand and comprehend the emotions and the spirit which lives in the hearts and souls of the men he commands.

The study of leadership involves, therefore, first of all a study of human nature. One must put himself in the place of those whom he would lead; he must have a full understanding of their thoughts, their attitude, their emotions, their aspirations, and their ideals; and he must embody in his own character the virtues which he would instill into the hearts of his followers. True esprit de corps is founded on the great military virtues such as unselfishness, self-control, energy, honor and courage.

In time of peace, the cultivation of esprit is much more difficult than in time of war. The men have no great mission before them and it is hard to convince them that it is necessary to train arduously and to prepare themselves for an eventuality which does not appear to be imminent. Careful instruction in the history and traditions of their organization is very helpful in peace times, and the stirring up of a spirit of competition between organizations is of the utmost importance.

The United States Marine Corps has always been noted for its esprit de corps. This has been largely due to the fact that it has always been in competition with some other arm of the service. It habitually serves side by side with the Navy, and every officer who is worth his salt feels im-



Cemetery at Belleau Wood — even after victory, the many losses caused a depression in spirit.

pelled to have his detachment, company, or other organization, win out in every competition, whether it be baseball, football, or other athletic activities, target practice, drills, discipline, appearance, conduct, military etiquette, or any of the other many things which go to make for efficiency. This competitive spirit is constantly drilled into the men, and as a result, every good Marine is ever on the *qui vive* to find some way to "put it over" the Navy. The same spirit exists when the Marines are detached for service with the Army, and an appeal to it always receives a response. The esprit of the Marines is that of the Corps, and while there is always a regimental and company esprit, the esprit of the Corps predominates.

In peace times too, creature comforts have a great effect in keeping up the morale of the men. The officers must see to it that the men are properly housed, clothed, and fed and that their time is taken up in useful and interesting instruction and entertainment. Idleness is the curse of the military life, but any treadmill instruction is a poor substitute. Officers must use ingenuity and initiative and must have their own minds trained and developed so that they can properly train their men. Discipline, in its true sense, should never be neglected. The men should be made to realize its great importance, but in enforcing it, officers should never be harsh or arrogant in their dealings with their men, but al-

ways kind, humane, and just.

In time of war, the leader must keep in touch with the current of thought of his men. He must find out what their grievances are, if any, and not only endeavor to correct the faulty conditions, but also to eradicate any feeling of discontent from their minds. He should mingle freely with his men and let them understand that he takes a personal interest in the welfare of every one of them. It is not necessary for him to isolate himself in order to retain their respect. On the contrary, he should go among them frequently so that every man in his organization may know him and feel that he knows them. This should be especially the case before battle.

He should watch carefully the training and instruction of the troops, and let them see that he is determined that they shall be fully prepared for battle. And if there be no liability of the information reaching the enemy, he should take his entire organization into his confidence and inform them of the great events that are taking place in other theatres of operations, the part being played by other units, and by their allies, if any; and give them full information on the eve of battle as to the plan of operations and the part to be played by each unit of the organization. Of course, that depends entirely whether or not the information can be kept from the enemy, if you are in reserve position, for instance.

It is especially advisable, whenever it can be done, for the commander to assemble his troops by battalions and address them, telling them of the great traditions and history of their organization and appealing to their patriotism and their esprit de corps. No stone should be left unturned to fill their hearts and minds with a determination to conquer, no matter what difficulties are to be overcome, and what losses they may be called on to suffer. The commander himself should be the symbol of the fighting spirit which he endeavors to foster and should show in himself a good example of patriotism, honor, and courage.

The first words of the Articles of Government of the Navy, which correspond to the Articles of War, require that the commander of every vessel should show in himself an example of virtue, honor, patriotism, and subordination. That is the preamble for the Articles of Government of the Navy.

In the larger units, it is frequently impossible for the commander to address all of the men or to come in personal contact with them. In this case, battle orders should be issued. These orders should be based on a careful study of the problems involved and an intimate knowledge of the thoughts of his men. Following the battle, it is well, too, to issue an order recounting the exploits of the troops and telling them of the effects of their efforts. At this time the men are exhausted in mind and body, and even though they may have been victorious, they are depressed in spirit on account of the many losses they have suffered; their comrades have been killed and wounded, they have witnessed many terrible scenes, and every effort should be made to cheer and raise their spirits. Praise and commendation should be given freely; decorations should be promptly awarded and delivered immediately after withdrawal from the front lines. Addresses to organizations which have distinguished themselves should be made. Replacements should be furnished promptly, if practicable, and the thoughts of the men immediately turned to building up their shattered organizations and preparing again to strike the enemy. Skulkers and cowards should be promptly and publicly punished so that all may see the great gulf which separates them from the gallant men who have served faithfully and courageously.

One is just as important as the other. The way it appealed to me overseas is that there were three classes of men. The first class, [were] the gallant, courageous fellows who did not require any urging or any leadership practically, but who from a sense of duty, loyalty, and

patriotism would stay up in the front lines and fight until all hell froze over. And the third class, [were] the skulkers, the white-livered fellows whom you could not expect anything of at all. Then there was a great middle class who could be swayed either way, and that was the class you had to deal with. If the services of the men who fought bravely were not promptly and properly recognized on the one hand, and if the skulkers and cowards were not punished on the other, the sentiment might grow that it was just as well to skulk. You got nothing for doing your duty and you got nothing for not doing your duty. The two go hand in hand, and punishments should be prompt and merciless to a real coward. On the other hand, praise, commendation, and rewards should be freely given and promptly given. The French, I think, understood the psychology of their people from the way they lined up their troops and decorated them immediately after they came out of the fight.

Finally, the most vital thing is to make the men feel that they are invincible, that no power can defeat them, and that the success of their country's cause depends on the victory of their organization.

I mentioned in reading this about informing the men beforehand what they were going to do. That policy was exemplified before the Second Division went into the battle of the Meuse-Argonne. We moved up in the reserve of the Fifth Corps. We had the general officers and the chief of staff, who was Colonel Ray, at several conferences at Fifth Corps headquarters, in which General Summerall explained in the greatest detail just what each division of the corps and the whole army was to do on November 1st. I took this back to division headquarters and had the senior officers of the division together, and Colonel Ray and myself explained everything to them. We were then in reserve with no opportunity for information to seep through the lines. It was directed that every officer and every man in the division be informed of the part we were going to play and what the object of the battle was, and what would be accomplished if victory was achieved. A map was drawn and given to every platoon, and each platoon leader had his men up and instructed every one down to and including the privates of just what his platoon was going to do in the battle. There was plenty of time and opportunity to have it all worked out in advance and the consequence was that the whole division felt absolutely certain what it was going through on that day and it did go through.

USMC

Peleliu-



“The old salts said Peleliu was the fiercest combat they had ever seen...For us, combat was a series of changing events characterized by confusion, awesome violence, gripping fear, physical stress and fatigue, fierce hatred of the enemy, and overwhelming grief over the loss of friends...”

Recollections Of A Pfc

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LEATHERNECK MAGAZINE.

Story by E. B. Sledge

Official USMC Photos

E.B. Sledge, Ph.D., is the author of the popular book, "With The Old Breed At Peleliu And Okinawa," published by Presidio Press. The book is available to our readers through the Marine Corps Association Bookservice at \$14.35 for association members and \$15.95 for non-members, plus \$1.00 for shipping and handling.

Sledge was a Marine Pfc and barely in his twenties when he landed with the First Marine Division on the island of Peleliu in September 1944. Following is his stark, ground-level account of "one of the most fierce, savage and bloody battles of WW II."—Ed.

The battle for Peleliu was a long, long time ago, and it is not pleasant to set forth the following recollections of my days there as a Marine Pfc. There is neither nostalgia nor wistful sentimentality in recounting the suffering, brutality and horror that was the reality I experienced in one of the most fierce, savage and bloody battles of WW II.

Thirty-nine years have not dimmed the memory. However, if my comments enable the reader to visualize more clearly the true nature of the awesome obstacles which confronted my comrades, and how they overcame them, then I am amply rewarded.

My experiences were typical of those of most Marines in a rifle company. Many fine historical accounts of campaigns—the “big picture”—clearly explain what happened in a battle. This is as it should be. However, one should keep in mind the very important fact that the infantryman in combat was totally immersed in the abyss of hell, fighting the enemy in a desperate struggle for survival.

For us, combat was a series of changing events characterized by confusion, awesome violence, gripping fear, physical stress and fatigue, fierce hatred of the enemy, and overwhelming grief

At full strength, “K” Company, 3rd Battalion, 5th Marines, First Marine Division, numbered 235 men. The bitter fighting on Peleliu cost the company about 64 percent casualties. Afterwards, the weary survivors prepared to board ship for Pavuvu.





PELELIU (cont.)

"The battle for Peleliu was savage and brutal. Compassion was never extended to the enemy and was not expected in return. But to our own—both wounded and dead—a mother tending her babe could not have been more gentle."

over the loss of friends. We endured vile personal filth in a repulsive environment, saturated with the stench of death and decay. The vital element in our lives was the faith and trust we had in each other. Nothing else mattered.

I have written elsewhere a detailed account of many of my experiences on Peleliu. Here, I am simply setting forth certain events taken from the total experience, and the reader should not look for continuity in the sequence of episodes. Time had no meaning—we lived only in the present moments of each event, for survival seemed less and less likely amid the violence and death of the present.

Like any other WW II enlisted Marine in a rifle, or line, company, the company was my world and my home—the 235 men of K Company, 3rd Battalion, 5th Marines, First Marine Division, were my family.

In combat I saw little, knew little, and understood still less about anything that occurred outside K-3-5. We had our hands full fighting and trying to survive

moment to moment. I was assistant gunner on #2 gun in the company's 60-mm. mortar section. Merriel A. ("Snafu") Shelton, of Louisiana, and a veteran of the Cape Clouister Campaign, was gunner—and there wasn't a finer one.



1stLt "Stumpy" Stanley

Our veteran company commander, Capt Andrew A. ("Ack Ack") Haldane, was widely acclaimed as one of the very best in the Marine Corps. He was a large man and possessed every personal and professional attribute of ability, leadership, courage, compassion and dignity one could possibly find in the best of officers.

Second in command was the veteran Executive Officer, 1stLt Thomas A. ("Stumpy") Stanley. Short, muscular, equally as capable as Ack Ack, Stumpy was always on the move. If Ack Ack was the rudder that guided K-3-5, Stumpy was the propeller that kept it moving—never too fast, never too slow, but just the right pace for the situation at hand.

In my most vivid picture of Ack Ack, he is studying a map, his prominent jaw covered with a stubble of black beard, his brow beneath the rim of his helmet creased and wrinkled in concentration, his radio man and a couple of runners beside him, awaiting orders.

Stumpy seemed always on the move.

His muscular legs driving like pistons across Peleliu's rough terrain as he coordinated positions, supervised removal of the wounded, or checked the company's flanks. When we had to withdraw from some untenable position, Stumpy always seemed to be the last man out—walking backwards, or running and turning as he fired bursts from his Thompson .45 cal. submachine gun to cover our withdrawal. He always went where there was a problem and squared things away. It was a miracle that he never got hit. He was constantly exposed to heavy fire even when the rest of us were ordered to take cover.

Early afternoon on D-Day found the three companies of 3/5—I, K and L—separated and out of contact in the thick scrub growth somewhere south of the airfield. The battalion C.P. had been knocked out by enemy shelling and most of us in K Company were pinned down by small arms and shell fire. Visibility was poor through the scrub, smoke and dust. Ammunition was low, water was short, and the heat was unbearable. I feared we would all be lost, but the veterans, though obviously afraid, remained calm and confident.

Sgt Henry A. "Hank" Boyes contacted a tank, climbed onto the turret and directed the gunner's fire. He spotted and directed the knockout of four strongly held Japanese artillery positions. Hank clung to the turret of that tank amidst a storm of enemy fire of every kind and caliber. The enemy was all around us, so the tanker rotated his turret and fired his .30 caliber machine guns and 75-mm. cannon in a complete 360-degree circle.

A Japanese 75-mm. field gun was knocked out about 30 yards from my squad around a bend in a trail. We could hear the terrifying, thundering reports of the enemy gun firing, but couldn't see it. Hank emerged unscratched, and the opposition was almost wiped out in our area. Why he wasn't shot to pieces I'll never understand. We were able to fall back and later tie in with the Division line at the edge of the airfield after dark.

Hank Boyes was later awarded the Silver Star Medal on Stumpy Stanley's recommendation. Hank single-handedly saved K-3-5 that day. Stumpy said years later that it was the only medal he ever recommended in K-3-5 throughout Peleliu and Okinawa. It is his conviction that every man in the company at one time or another did something deserving of a decoration, but Hank's heroism that day saved us all. On this all the survivors heartily agree.



(ABOVE) On September 28, 1944, the weary Marines of K/3/5 moved inland after hitting the beach on Ngesebus Island. (BELOW) During the first week of October 1944, K/3/5 attacked through "Death Valley" on Peleliu, receiving fire from all directions. (BOTTOM) Marines carried their wounded to safety through a ravine on Peleliu.



PELELIU (cont.)

On the morning of September 16, 1944, as we took up positions to make the costly attack across the open airfield under heavy fire, I passed a Marine machine gun position in a company of 2/5 that had killed about 15 Japanese during a pre-dawn counterattack. The dead were strung out in front of the gun and all had one or more disc-shaped mines tied to their bodies. The Japanese closest to the gun position had an unexploded grenade in his right hand, plus a mine tied on his pack above his shoulders and one on each hip.

"With all our flares and star shells, I managed to see this bunch and rack 'em up before they rushed us in the dark and set off those mines," the gunner told me. "I guess that first one was going to set off his mines with the grenade," I replied. "You said that right," remarked the gunner, "and it would have played hell with this part of our line if he had."

"Let's go, Sledgehammer," someone yelled.

I passed a small crater with a man in Marine battle dress sitting in it with a small portable typewriter on his knees. We halted nearby and I watched in admiration as the correspondent typed furiously away with shells whistling over and bursting with increasing frequency in our area.

We were filled with dread as we lay on the scorching hot coral and looked north across the open toward Bloody Nose Ridge. Snafu and I were in the area where the upright and the horizontal runways intersected to form a figure 4. The horizontal runway ran roughly northeast. As we moved forward, I clenched my teeth, prayed and squeezed my carbine stock.

Enemy artillery shells came in screaming or whistling. The smaller the caliber, the higher the pitch. Our 75's went swishing over on their deadly mission, joined by big naval shells which rumbled along like locomotives in the distance. Enemy mortar shells, mostly the big 81-mm. and 90-mm., emitted an almost inaudible, soft whisper—whishh-shh-shh, whishh-shh-shh—as they approached. So soft was the sound of their approach that the shell was almost upon us without warning.

The sound of the explosion seemed to be in two parts and began with a grinding and crunching noise like some demon clawing its way to freedom from inside the shell, followed by a loud, dull BANG. Steel fragments rushed out and tore through the air with a whirring, ripping sound that caused even the most stout-hearted to cringe. That terrible



Pfc Bill Leyden, of New York, was one of the many unsung heroes of the Peleliu campaign. He was badly wounded by a Japanese grenade on Ngesebus Island.

murmuring voice of an incoming mortar shell, so intimate and insidious, seemed, like the ghostly summons of some ghoulish witch, to enter into oblivion on the wings of violent explosion. Each shell seemed alive to me and to be whispering, "Maybe next time."

We got across unhurt except for a bruise Snafu received on his side from a spent fragment. Many others weren't so lucky. To be shelled in the open as we ran was a terrifying experience—one of my most horrid and vivid memories.

One day we were read an "inspiring message" from the Division Commanding General to the effect that we didn't need Army help to finish Peleliu. This was met with curses and profound expressions of hope from the troops that unprintable things should be in the general's future. We had given our all, lost a majority of our buddies, endured the horrors of hell, and we were in no mood for messages of cheer from way back at the Division C.P.

On September 28, after two weeks of 24-hour-a-day combat, the weary men of depleted 3/5 boarded amtracs and attacked Ngesebus Island to capture the fighter strip. Despite our fears, the landing was easy, thanks to the magnificent support of Corsairs and naval gunfire. A ridge honeycombed with caves gave K-3-5 a lot of trouble, however. Official reports said opposition was "meager," "light," or "slight." Possibly so in Division C.P. On the line it was a bloody

fierce fight. There was ample evidence of the enemy's willingness to die fighting.

Pfc Bill Leyden, of New York, saw four enemy soldiers run down into a cave, so he tossed a grenade in after them. It exploded and an enemy soldier immediately jumped out, threw a grenade, and yelled in perfect English, "Here I am Marine! Kill me! Kill me!" Leyden fired from the hip—all eight rounds from his M1, killing the soldier instantly. The grenade exploded in the air, shrapnel struck Leyden in the left eye and the concussion knocked him out. He came to in a moment, just in time to reload his rifle and shoot an enemy soldier crawling along in front of him.

Leyden was carried on a stretcher to an amtrac for evacuation. Dazed and in pain, he looked up as a Marine asked, "How is it up there, son?"

In that fury all front-line Marines reserved for anyone not on the line, Leyden retorted, "Get off your ass and go inland about 200 yards and you can find out."

Astonished, the man replied, "Don't worry, son. You'll be all right," as he moved away.

Another casualty on the amtrac informed Leyden he had just addressed LtCol Lew Walt, the Executive Officer of the 5th Marines.

(Leyden recovered and returned to K-3-5 after Peleliu. On his 19th birthday, on Okinawa, he was blown into the air and seriously wounded by the terrific blast and concussion of an artillery shell landing in his foxhole. Years later, at a Marine Corps reunion, Lew Walt reminded Leyden of the incident at Ngesebus. The intrepid Walt had been so astounded at the insubordination of the young casualty that he had backed off the amtrac ramp and nearly broken his ankle.)

We were exhausted after the day-and-a-half fight on Ngesebus. Over 470 Japanese troops were killed. K-3-5 alone lost eight killed and 24 wounded—hardly "meager" opposition. We had already fought for two terrible weeks on Peleliu, but rest and relief were not yet to be our reward.

On October 1, 1944, 3/5 was attached to the 7th Marines. We made hopeless attacks on the Five Sisters ridges, K-3-5 losing eight killed and 22 wounded. For 15 more grueling days and nights we fought in the valleys and on the ridges of the Umurbrogol Pocket, blasted and burned as barren as the surface of the moon. Our intense hatred of the enemy grew as they shot our helpless wounded and the dedicated corpsmen who were struggling



"On the line in the ridges of Peleliu I saw men from Division Headquarters, Amtracs, Artillery, Engineers, Weapons Company, etc.—Marines one and all—and that's why we won."—E.B. Sledge.



to give what aid and comfort they could on the battlefield.

No amount of shelling, bombing, napalm, or satchel charges seemed to do much damage to the coral rock which protected the enemy in his caves. Every night they raided and tried to infiltrate our lines. We were so weary I often had to hold the eyelid of one eye open to stay awake while Snafu tried to sleep. One man had to be awake all night in each foxhole—or "position,"—because it was impossible to dig into the rock. We frequently fired illumination shells and/or H.E. all night. The muzzle flash of the mortar was attractive to infiltrators.

War as we knew it was savage and brutal. Compassion was never extended to the enemy and was not expected in return. But to our own—both wounded and dead—a mother tending her babe could not have been more gentle.

After exactly one month on the line we were relieved by Army troops who

fought five more weeks to knock out the last enemy position.

We lost about 64% casualties in K-3-5. Statistics to historians, but fine, trustworthy buddies and leaders to the grief-stricken survivors. The old salts said Peleliu was the fiercest combat they had ever seen.

How were we able to win such a fierce fight? I'll leave the "big picture" to the historians. But, it should be remembered, in the Pacific, for every infantryman on the line, 18 men were required in support (*The Sharp End* by John Ellis). Therefore, one man out of every 19 knew war at its worst. The infantryman was called on to put his life on the line time after time beyond hope of survival, and to the point of near-collapse.

I believe, from personal experience in two campaigns and over 30 years of studying the Pacific War, that Marines were the finest troops in WW II. Their record bears out my conclusion. A combination of such crack troops: strict discipline; thorough, tough training beginning with

boot camp, and emphasis on hand-to-hand combat (which built confidence) and on weapons skill and physical fitness; superb leadership from corporals on up; *esprit de corps*—in the USMC, and in each unit itself; confidence, faith and trust in each other; the will to win and not to quit. Much of this can be summed up as pride and morale. It was not a smug cockiness, but genuine self-confidence at both the individual and the unit levels. It was simply unthinkable to let another Marine down.

Frankly, I didn't like much of my training—I thought it was going to kill me, and sometimes it just seemed pointless. In retrospect, I realize it *all* had a purpose and it was all essential—it made me a Marine. Every Marine is first an infantryman and a specialist secondarily.

On the line in the ridges of Peleliu I saw men from Division Headquarters, Amtracs, Artillery, Engineers, Weapons Company, etc.—Marines one and all—and that's why we won.



UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

PROFILES IN COURAGE

1. Introduction. Courage, both physical and moral, is in the heart and soul of every Marine. It is the motivating force that makes Marines special, a cut above those in society who think of themselves first. Courage is the state of mind and spirit that enables Marines to face the fear of combat with the utmost confidence, and resolution to fight unreserved for what is right.

Adhering to a personal honor code is not quite the same as being law-abiding or following regulations. An honorable Marine, for example, will truthfully admit not cleaning his or her weapon, admitting violation of regulations requiring their cleaning.

Such an admission requires moral courage. It also means that the honorable Marine can be trusted to report things accurately. This is fundamental to trust, teamwork, and success on the battlefield.

Moral courage takes many forms. It could mean remaining at one's post under extremely difficult conditions. Dr. Craig M. Cameron described instances of this in his analysis of the 1st Marine Division's combat experience. On Guadalcanal, when there were no replacements for casualties, many 1st Division Marines would not go to sick call even though they should have been in the hospital for malaria and other tropical diseases. In their view it was more important to stay and protect their fellow Marines. Going to the hospital would have been tantamount to abandoning their friends.

The distinction between moral and physical courage is usually blurred. Many times, strength of character may manifest itself as physical courage. A good example occurred during the World War I battle of Soissons. A heavy German counterattack left First Lieutenant Clifton B. Cates, later Commandant of the Marine Corps, and a handful of Marines in a dangerously exposed position. Given the size of his force, he could have ordered a withdrawal. Instead, he sent the following message to his battalion commander:

"I am in an old abandoned French trench bordering on road leading from your CP and 350 yards from an old mill. I have only two men left out of my company and 20 out of other companies. We need support but it is almost suicide to try to get it here as we are swept by machine gun fire and a constant artillery barrage is upon us. I have no one on my left and only a few on my right. I will hold."

2. Overview. The purpose of this period of introspection is to study examples of Marine courage, appreciate the sacrifices made by fellow Marines to strengthen your own courage, and in some examples, further your own warfighting expertise.

3. References

Wise, Colonel Frederick M., and Frost, Meigs O.
A Marine Tells It to You. New York, NY, J.H. Sears & Company, Inc., 1929, pp. 201-239.
Fehrenbach, T.R. This Kind of War. New York, NY, The Macmillan Company, 1963, pp. 189-197.
United States Marine Corps. Guidebook for Marines, Fourteenth Revised Edition, 1 July 1984, pp. 33-35.

4. Discussion Leader Notes. Have each seminar member read the following profiles in courage. At the completion of each reading, there will be a list of "recommended" points of discussion to assist the group in identifying and appreciating the courageous acts of the subject(s) presented.

5. Discussion.

a. World War I--From Colonel Frederick May Wise's description of Bois De Belleau (the Battle of Belleau Woods)

"Just past noon, a runner came up the road with orders from Colonel Neville. We were to proceed to the northeast edge of the woods, which were northwest of LucyleBocage, and await orders.

By two o'clock that afternoon we were under way, going across open fields. High in the air I saw several German sausages (observation balloons). I knew those woods were going to catch hell shortly. In about an hour we were newly established on their edge. This time I had the men scatter well among the trees. I warned them especially against bunching up. We settled down again to wait for orders.

Along toward ten o'clock that night the German shelling started. They gave those woods hell. The Germans were pouring everything they had into that ridge. It didn't take any urging for the Marines to get into fox holes the minute they knew we were going to hold it. But though the Germans didn't launch any infantry attack, they kept up a continuous shelling with all the artillery in range, and poured an unceasing stream of machine-gun and rifle fire against that ridge. Everywhere up and down the line, masses of earth, chunks of rock, splinters of trees, leaped into the air as the shells exploded. Machine-gun and rifle bullets thudded into the earth unendingly. That place was getting warm.

About nine o'clock that morning Colonel Feland came up behind the ridge on foot. He told me the First Battalion was just a little on my left. But the Third, he said, had been badly cut up and the rest of it was around LucyleBocage.

Clinging to the crest of that ridge, we found the German shells bad enough. But there was worse to come. They had trench mortars in the Bois de Belleau, and presently they began to cut loose on us with them. Those aerial torpedoes, nearly four feet long, packed with T.N.T., would come sailing through the air and

land on the ridge. That whole ridge literally shook every time one of them exploded.

All that day the bombardment kept up. It was the most terrific fire I had ever experienced. At night it slackened somewhat, only to resume next morning. It kept up all next day. Some gas shells fell, too, but the gas wasn't bad enough to make us put on our masks.

Why the Germans didn't attack and break through that line of ours I never will be able to understand. All that second day we took the shelling in our faces and held the line. That night, thank God, it slackened again.

But it began all over again with daybreak on the third morning. We stayed there and took it and held our fire. There was nothing in sight but trees to shoot at. That third day passed with surprisingly few casualties. It proved to me that artillery can't drive infantry out of any place if the infantry scatter and stick. The way we were scattered, the worst a shell could do was kill one man.

We settled down for the third night. Cold food and ammunition were plentiful. On the morning of the fourth day a runner came up with a message that a side car was waiting for me back at the foot of the ridge; that Brigadier General Harbord wanted to see me at brigade headquarters. I found him in a farm house several miles back.

"Wise, he said, the Sixth Marines have made two attacks on the Bois de Belleau. The first one failed. The second made a little headway on the southern edge of the woods. You're on the ground, there. You know the conditions. It's up to you to clean it up. Go ahead and make your own plans and do the job." "Very well, sir." "Do you want some artillery assistance?" he asked. "No sir," I told him. "With the small amount of artillery we have, it only warns the Germans when the attack is to take place."

I left him and took the side car over to regimental headquarters in a house at La Voie du Chatel, about halfway to the ridge. There I found Colonel Neville. I told him what orders I had received. "May I have my other company?" I asked. He said he'd order it back.

General Harbord's order had given me carte blanche. I didn't see any use following the same line of attack which had failed with the Sixth Marines, as the Germans evidently had their lines of defense worked out to receive attacks from that direction. It was common sense to hit them where they weren't looking for it. So I determined to risk everything on the unexpected and attack them from their rear. Thus I would get in between them and their lines of support, which were along the railroad in front of the northern edge of the Bois de Belleau.

I got back to the ridge and sent for my company commanders. The Germans were still hammering us with drum fire. Captain Wass, Captain Williams, Captain Durlbeck and Lieutenant Cook presently appeared. They were red-eyed, dirty, unshaven. We sat down under a tree.

I explained to them what our mission was and how it was to be accomplished. I told them it was a hell of a risk, but that I had a hunch that if we caught the Germans in the rear of their defenses, we would have much more of a chance of succeeding than in trying to attack over ground on which two earlier efforts had not been successful. I asked for any opinions. They all agreed with me. I set zero hour at four A.M. and told them we would get ready for the attack before daybreak; that after we got to the northern edge of the woods, any German shelling would hit among the Germans as well as us, and I doubted very much if we'd be annoyed by any shell fire.

From where we sat we could see the ground where the attack was to be formed, and they'd have plenty of time to explain to the junior officers and men exactly what was to be done. The whole thing depended on getting across the Lucy-Torcy road before daybreak and making a rapid advance to the northern edge of the woods.

The First Battalion was to relieve us at midnight. I had seen Major Turrill about it personally, so that the relief would be made rapidly and without noise.

I ordered that each man, in addition to his ammunition belt carrying one hundred rounds, was to be issued two extra bandoleers, giving him one hundred and twenty rounds more.

I also designated where my P.C. would be, both at the jump off and during the attack. Both places were in plain sight. They went back to their companies. The battalion was made ready for the attack. Down to the last man in the ranks, everybody knew every detail of the plan.

All the rest of the afternoon we stuck by our fox holes while the German drum fire continued. The men showed no excitement. By now they had been through enough to qualify them as veterans.

Late that afternoon I walked over and saw Major Turrill, who was with the First Battalion about two miles over on my left. He was all set to relieve us. I also went over and saw Major John A. Hughes, commanding the First Battalion of the Sixth Marines, who had made the last attack on the southern edge of Bois de Belleau and was still holding it. Major Hughes confirmed my idea that it was almost an impossible task to take that position by frontal attack. He told me a lot, too, about what the German defenses were. In that clump of woods covering a knoll a mile long and a half mile wide, rising sharply from the fields that surrounded it, was an outcrop of huge boulders cut with gullies and ravines, and with underbrush so thick in it that men could pass a few feet from each other, unseen. In that tangle were machine-guns camouflaged behind brush heaps and woodpiles, back of boulders and in shell proof pits under boulders. Snipers on the ground and in the tree tops. Picked German veterans who were fighting desperately.

I went back to the ridge after my talk with him, thankful that I had a free hand and could hit them from the rear instead of having to make a frontal attack."

"Night came on. I sat there under the trees, going over all the details in my mind, waiting for four A.M. to come.

Through the dark a runner showed up, asking for me. "A message, sir," he said, when I called to him. I looked at my wrist watch. Midnight. Four hours more to wait. I unfolded the message he handed me, crouched down, and turned the light of my electric torch on the paper. I read those typewritten lines. I couldn't believe my eyes. It was an attack order.

My battalion was ordered to attack the Bois de Belleau FROM THE SOUTHERN EDGE at four o'clock that morning, behind a rolling barrage. It was signed "Harbord." I was dumfounded. All my plans were up in the air. I knew that piece of paper I held in my hand meant the needless death of most of my battalion. Some of them would have died in the attack I had planned. But now, instead of hitting the Germans from the rear, I had to take that battalion to a frontal attack against a prepared position.

I did the only thing left to do. I sent runners out and called my company commanders in again. In about an hour they came stumbling through the dark.

"The plans have been changed," I told them. "We're to make an attack starting from the southern edge, following a rolling barrage. The front assigned us to attack on is so wide that I'm going to risk putting all four companies in the front line. We won't have any supports or reserves. So it's no good sending back word for reinforcements. 'H' hour is four o'clock."

I explained to them which companies would be formed from right to left, told them the point designated as the jumping-off place, the pace of the barrage, and where my P.C. would be.

When they left I felt sick. I sent a runner off to Major Hughes, informing him of the change in plans.

I sat there thinking it over. There was nothing more to do. The order had said that Hughes battalion of the Sixth Marines would advance simultaneously with us on our right. Days later I was to learn that Major Hughes never got any such order.

About three o'clock that morning the companies began to pull out. I went on down to my new P.C. I wasn't sick any more. The attack had to be made. That was all a man could think of, then.

I stood there under some trees by a ditch on the southern edge of the Bois de Belleau, and in the growing light watched my battalion march into position. It was getting lighter every minute. Suddenly the barrage dropped, several hundred yards in front of our lines. Half a mile in front of us, cultivated fields stretched up in a gentle rise to meet the thick wall of the woods. Earth flew in air as the barrage dropped into those fields. Fifty paces ahead in the next two minutes the barrage crawled. Amid the explosions of the bursting shells we could hear the German machine guns in the woods come to life. They couldn't see us yet, but they knew from the barrage that the attack was coming."

"The barrage lifted and crawled ahead. The whistles of our platoon leaders sounded up and down the line. The battalion rose

to its feet. Bayonets fixed, rifles at the ready, the men started their slow advance.

I stood there watching them go forward. The Germans could see us now. They had the range. Here and there men were dropping. But the line went steadily on. The Germans couldn't have had better targets if they had ordered the attack themselves.

The barrage kept crawling on. About two hundred and fifty yards behind it the battalion went on, men dropping, men dropping, men dropping. Yard by yard they advanced. Minutes after, I saw them disappear into the woods. Those woods seemed to have swallowed up the barrage without an effort. Now they swallowed up the battalion.

As the Marines vanished into the undergrowth beneath the trees, the German machine-gun fire slackened. The detonations of the barrage had ceased. Across those fields from the woods I could distinguish machine-gun fire, rifle fire. A sudden ripping burst of machine-gun fire would break out. That meant the Marines were advancing on a nest. It would die down. That meant the nest was taken.

Back across that open field wounded men began crawling to the rear. There was a dressing station at Lucy, about a mile away.

Company runners began to come back out of the woods with reports. Messages hastily scrawled in pencil. This objective attained. That objective attained. Heavy casualties.

Prisoners commenced to come back. Convoys of twenty, thirty, fifty Germans, herded along by some single Marine--generally a wounded one at that.

They were brought to my P.C. for questioning. From my interpreter I learned they were the Twenty-sixth Jaeger Division, veteran Alpine troops. Also that there were more than eighteen hundred Germans defending Bois de Belleau. We were attacking with about nine hundred

We cut their shoe strings and shooed them back toward Lucy! They went contentedly enough. All of them said they were damned tired of the war.

From time to time company runners kept coming out of the woods with reports of objectives gained and held, about mid-afternoon I figured it was time for me to go and take a look-see. I left Legendre at the P.C., took Coutra with me, and went over to the edge of the woods. There were paths I could follow through the undergrowth.

Just inside the edge of the woods I came upon one of those German machine-guns camouflaged behind a brush pile. Dead Marines lay in front of it. Dead Germans lay about it. A strange silence held in the woods.

I got out to the right of my line, where Captain Lloyd Williams' company had gone in. They were in fox holes on the far side of the woods. Some junior was in command. Captain Williams had been shot early in the day, I learned. He died that night. The youngster in command told me of the terrific fighting they'd had. Foot by foot they had pushed their way through the underbrush in the face of a continuous machine-gun and rifle fire.

Snipers had shot them from brush piles on the ground; from perches high in the trees. Germans they had left sprawled on the ground for dead as they went on, had risen and shot them in the back.

I went on down the line. Lieutenant Cook was unwounded, but he had lost several of his juniors and a lot of his men. He told me the same story I had learned from what was left of Captain Williams' company. And more.

"Whenever we took a machine-gun nest," he said, "another one opened up on their flank. That happened many times. The second one would never fire a shot until we had taken the first. Then they opened up on us."

His outfit, too, were in fox holes and waiting for the expected German counterattack.

Farther down the line I found Captain Dunbeck and what was left of his outfit. The same story all over again.

In his line, along the edge of the woods toward Germany, the men were mounting captured German machine-guns against the expected counterattack. There was plenty of ammunition for them. They had even found baby carriages and wheelbarrows filled with it beside the guns they had captured. Several of the juniors of this outfit were gone, and the losses in men had been heavy.

Captain Dunbeck told me how Lieutenant Heiser had died. Leading an attack on a German machine-gun nest, Heiser had been literally decapitated. His head had been cut clean from his body by a stream of machine-gun bullets that caught him in the throat.

Down on the left flank I found Captain Wass. Most of his juniors were gone, and half his men. What was left of his company had dug in, too, on the German edge of the woods.

Every one of those four companies had fought its way clear through those woods, from one side to the other.

Wass told me of one of his sergeants. Leading a squad against a machine-gun nest, the old sergeant shouted back at them: "Come on, you sonsofbitches--you've lived too long!"

He told me of the difficulties they had in orienting themselves in that heavy underbrush. There were no landmarks, once you got into those woods. If you turned around twice you lost all sense of direction and only your compass could straighten you out.

"The German machine-gunners are braver than the infantry," Wass said. "But when you once get within bayonet reach of any of them, they're eager enough to surrender."

Every one of those company commanders had been through the same mill. Savage, deadly work at close range in a tangle of undergrowth.

Nothing in all our training had foreseen fighting like this. If there was any strategy in it, it was the strategy of the Red Indian. The only thing that drove those Marines through those woods in the face of such resistance as they met was their individual, elemental guts, plus the hardening of the training through which they had gone.

I passed nest after nest of German machine-guns. Out in front of every gun lay Marines where they had fallen. Around the

guns themselves there weren't so very many dead Germans. They had worked their guns up to the moment the Marines got among them with the bayonet--and then they had surrendered. Most of my wounded had been worked out. Here and there through the woods stretcher bearers were searching for more. There was some little evidence of that rolling barrage under which we had advanced, in a few shell holes and splintered trees. But not much. It hadn't hurt the Germans enough to mention. But it had given them plenty of notice that we were coming.

Though everywhere I could see Marines who had been killed by machine guns and snipers, though there were plenty of dead Germans, killed by rifle fire, nowhere was there any sign that the Germans had stood face to face with Marines at close quarters and fought it out. Always when it got hot and hand to hand, they had surrendered.

But now the German artillery stepped in. They had a pretty thorough idea of our position in those woods. About ten o'clock that night they sounded off. They gave us an awful pounding. It lasted for about two hours.

It was the heaviest artillery hammering I ever took in my life. The drum fire we had stood on the ridge before we attacked the Bois de Belleau had been child's play compared to it. High explosives from those German hundred-and-fifty-fives and plenty of seventy-sevens made a hell out of that stretch of woods. Trees crashed, torn to splinters. Jagged limbs and jagged fragments of steel filled the air. The sharp stench of the high explosive choked us and started us sneezing; irritated our noses and throats until it hurt us to breathe.

The fumes of that high explosive, heavier than air, settled down in the fox holes in which we were stretched. They drove me out of mine, choking and sneezing. I went over to the ditch by my P.C. and stretched out there. Our casualties from that shelling were fairly heavy. Those two hours in which the Germans had shelled the living hell out of us, were followed by a silence as deep as the grave.

Again the air filled with the stench of high explosives. Again it settled, like a heavy gas, in our fox holes. Again we choked and sneezed and had to get up, walk away, and stretch out somewhere else. A gas mask was no good against that penetrating stench.

The Bois de Belleau was an unforgettable sight that night. I had dozed off in the dark during a lull. The explosions of renewed shelling woke me to see the blackness rent and torn everywhere with those terrific flashes of bluish flame from the bursting shells. Silhouetted in that ghastly light I could see splintered tree trunks and twisted limbs and the black mass of the forest stretching off on both sides. Then for minutes those flashes would come so fast that it looked as if a great ragged searchlight was playing up and down in the dark, so continuous would be the illumination. And all the time the shattering impact of the bursts would hammer on your ears.

By daybreak next morning I was out on inspection again. The woods were strangely silent. I found to my amazement that the

terrific barrage of the night before had done comparatively little damage to our front line. It had torn the woods just behind the line to pieces. If we'd had supports in those woods, they would have been annihilated.

At the battle's end, the sight was awesome. Two weeks' growth of beard bristled on their faces. Deep lines showed, even beneath beard and dirt. Their eyes were red around the rims, bloodshot, burnt out. They were grimed with earth. Their cartridge belts were almost empty. They were damned near exhausted. Past physical limits. Traveling on their naked nerve. But every one of them was cocky--full of fight.

I lined the men up and looked them over. It was enough to break your heart. I had left Courcelles May 31st with nine hundred and sixty-five men and twenty six officers--the best battalion I ever saw anywhere. I had taken them, raw recruits for the most. Ten months I had trained them. I had seen them grow into Marines.

Now before me stood three hundred and fifty men and six officers.

Six hundred and fifteen men and nineteen officers were gone. Some had fallen at Les Mares Farm; some in the bottleneck and on the ridge across from the Bois de Belleau. The most of them had gone down that morning we took the woods. Dead, or in hospitals far to the rear.

For seventeen days--since May 31st--they hadn't had a cup of hot coffee or a bite of hot food. They hadn't taken off their shoes. They hadn't had a chance to wash their faces. Even drinking water had been scarce for days. The only place they had found any rest had been on the bare ground. For the last four days they had even been without their packs. They had stood days and nights of terrific shelling without a chance to hit back. Behind an inadequate barrage, they had walked into the muzzles of German machine-guns and had taken them. They had driven trained German veterans out of fortified positions by frontal attack. Most of them raw recruits less than a year before, they had walked into the fiercest kind of woods fighting in France. In the face of the military axiom that twenty-five per cent casualties justify retreat, they had sustained over sixty per cent casualties--and had gone ahead and gained their objectives. Those objectives once gained, they had never given up an inch.

They had stopped the Germans at the nearest point a German with a gun in his hand ever got to Paris after America entered the war. At the Bois de Belleau they had done the impossible.

They had taken nearly twice their own number in German prisoners. They had captured more than fifty German machine-guns and half a dozen trench mortars. They had made a record that never was passed in the World War. But they had paid for it."

Seminar Discussion:

- (1) What did you find most courageous about the Marines preparing for, and fighting this battle?

(2) Was following the General's orders to initiate a frontal attack (knowing it was not the smart option, with certain high casualties) an act of moral courage? What would you have done? Major Hughes' battalion never received the orders.

(3) Open floor for general discussion, questions, and comments.

b. Korean War--From T.R. Fehrenbach's This Kind of War

"The 5th Marines, Lieutenant Colonel Raymond L. Murray, moved from dusty Masan in the south to Miryang. Here Murray and General Craig discussed their attack plans, while the tired and sweaty Marines bathed in the brownish waters of Miryang's river, received new clothing and equipment to replace that which had rotted in the slime of rice paddies, and speculated on their mission.

These men had seen only limited combat in the south, but they had already sweated off their shipboard fat, and were beginning to lick the heat. At first they had been no better prepared for the violent sun than had the Army, but, like the Army, they were adjusting.

And these men walked with a certain confidence and swagger. They were only young men like those about them in Korea, but they were conscious of a standard to live up to, because they had good training, and it had been impressed upon them that they were United States Marines.

Except in holy wars, or in defense of their native soil, men fight well only because of pride and training--pride in themselves and their service, enough training to absorb the rough blows of war and to know what to do. Few men, of any breed, really prefer to kill or be killed. These Marines had pride in their service, which had been carefully instilled in them, and they had pride in themselves, because each man had made the grade in a hard occupation. They would not lightly let their comrades down. And they had discipline, which in essence is the ability not to question orders but to carry them out as intelligently as possible.

Marine human material was not one whit better than that of the human society from which it came. But it had been hammered into form in a different forge, hardened with a different fire. The Marines were the closest thing to legions the nation had. They would follow their colors from the shores of home to the seacoast of Bohemia, and fight well either place.

General Church, to whose 24th Division the Provisional Marine Brigade was attached, considered both Cloverleaf, where the 9th Infantry was engaged, and Obong-ni Ridge parts of the same enemy hill mass; however, Colonel Murray asked for permission for the Marines to reduce Obong-ni before a general assault was made upon the Bulge. Murray felt the Ridge could be quickly and easily reduced, and, secured, it could be used as a line of departure

for a general attack. In this he was wrong, but General Church agreed to the proposal.

The Marine order of attack was organized. Lieutenant Colonel Harold S. Roise's 2nd Battalion would lead, followed by 1/5 and 3/5 in that order. A little after midnight 17 August, 2/5 moved into an assembly area in front of Obong-ni Ridge.

D and E Companies of 2nd Battalion had been selected to lead the assault. They moved forward in the freshness of early morning, and by 0700 were in position to see their objective, a long, unprepossessing ridge, covered by shale and scrub pine, with six rib like spurs running down from it into the sodden rice paddies. Between the spurs and the low hills behind which the Marines gathered lay a long expanse of open rice fields."

"The maps issued to the Marine Brigade, as all the maps used by the United Nations in 1950, were based on old Japanese surveys, and inaccurate. The Marines did not know exactly where they were. Conferring with Captain Sweeney of Easy Company, Captain Zimmer of Dog called the ridge "Red Slash Hill." From the Marine attack position a fresh, gaping landslide scar could be plainly seen in the reddish earth near the center of the ridge.

Andy Zimmer told Sweeney, "I'll take the area right of that red slash." Sweeney agreed. Each company would attack with two platoons forward at 0800, after the air and artillery preparation.

There were only 120 riflemen available to send forward in the first assault wave.

Now, far out in the Sea of Japan, the Navy carriers *Badoeng Strait* and *Sicily* turned into the wind and launched a total of two squadrons of eighteen Marine Corsairs. The gull-winged planes, clumsy under heavy bomb loads, could carry no napalm because of a shortage of fuel tanks.

For ten minutes, artillery of the 24th Division burst on the rear approaches to Obong-ni Ridge, and along the reverse slopes of the ridge itself. Then, when the artillery pounding ceased, the Marine air swarmed over the hill, blasting Obong-ni's spine. Dirt, dust, and flame spurted up in great gouts all along the ridge. To General Church, watching, it seemed as if the ridge were floating away in smoke.

Then, their bomb load exhausted, the Corsairs roared away. At 0800, the four thin platoons of Marines went forward, across the valley and toward the ridge, one thousand yards beyond.

Several war correspondents, watching from the attack positions, asked officers the name of the objective. None seemed to know, and one correspondent wrote "No Name Ridge" on his release.

The Marines splashed across three rice paddies and skirted a cotton field, and they drew fire, not from the ridge, but from automatic weapons on their flanks. The fire grew heavier, and now gaps opened between the attacking platoons.

In spite of the fire, the platoons reached the slopes of Obong-ni. Here mortar shells crashed down on them. And here the

ground steepened sharply, forcing the Marines to climb slowly and painfully toward the crest.

Only one platoon, 2nd Lieutenant Michael J. Shinka's 3rd of Dog Company, made the top. Just to the right of the big red slash Shinka found a small rain gully leading upward, and through this his men crawled, bent over, panting, to the crest. Chunky reached the top of Obong-ni with only two thirds of his original thirty men--while the other platoons, faced with steep ground and heavy fire, stalled halfway up the slope.

The totality men atop Obong-ni had no protection to either flank. They found a line of empty foxholes dug by the NKPA, and poured into them, just as a hail of machine-gun fire whipped at them from enemy positions to their right. And then hand grenades soared through the air from enemy holes down on the reverse slope.

The Marines could handle the resistance below them on the slope, but they couldn't stop the enfilading machine-gun fire from their right. Any man who came out of a hole was hit. Within minutes, Mike Shinka had five men down. There were no Marines supporting him, either to left or right. He realized the ridge was too hot. He shouted to his platoon sergeant, Reese, to get the wounded down, and ordered 3rd Platoon back down the hill.

Pulling the wounded men on ponchos, the Marines slithered back down the gully to a position halfway down the hill, where they had reasonable cover. Chunky raised his company CP by radio.

"We can reach the top and hold it," he told Zimmer, "if you can get that flanking fire off our backs." Shinka, counting, saw he had fifteen men left out of thirty. "Give me an air strike and more men, and we can make it."

"I can't give you any more men," Andy Zimmer said. "But the air strike is on the way."

All of the platoons of Dog and Easy had been stopped along the ridge, and Dog's reserve had to be committed to assist the platoon on Shinka's flank. Waiting for the Marine Corsairs to return and plaster the hill, Shinka and the other platoon officers did their best to coordinate a fresh attack.

The Marine aircraft buzzed over Obong-ni once again, blasting the snaky spine with high explosives until the ground trembled underfoot. When they finished, American tanks moved out into the open valley east of the ridge line and hurled shells into the sides and crest of Obong-ni.

The decimated Marine platoons went up the hill again. Again the enemy fire blazed up, much of it coming from the Cloverleaf hill complex on the north. North Koreans rushed back into their holes along the top of the ridge, which they had abandoned under the air strike, and rolled hand grenades down the front slope.

Again Mike Shinka and platoon were the only Marines to make the crest. Chunky arrived this time with nine able-bodied men. They saw moving men on the ridge to their left. The platoon sergeant, still on his feet, called, "Easy Company? "

A blast of automatic fire answered him. "Son of a bitch!" Sergeant Reese yelled, and returned the fire with a BAR.

Again Shinka's platoon was in an untenable position, enemy fire chopping at it from left and right, and from the reverse slope of Obong-ni. Reese fell shot through the leg; another man took a bullet in the stomach.

On the crest a bullet shattered Mike Shinka's jaw. Choking on his own blood, he bent over and hawked to clear his throat. He was unable to use his radio. He motioned his men to get back down the ridge slope.

As he checked the ridge to make sure no wounded Marine had been left behind, a new bullet took Shinka in the arm. The impact knocked him rolling down the slope.

As Shinka and his bloody survivors crawled back to their covered gully, a storm of fire shattered the entire Marine attack against Obong-ni. By 1500, of the entire 240 men who had been committed against the enemy, 23 were dead and 119 wounded in action.

They hadn't taken Obong-ni Ridge--but a lot of them had died trying. At 1600, Colonel Newton's 1st Battalion relieved the battered remnants of 2/5 in front of the ridge.

In command of the 18th Regiment, NKPA, holding Obong-ni Ridge, Colonel Chang Ky Dok knew his situation was increasingly desperate. During the day he had suffered six hundred casualties, forcing the 16th Regiment, which defended Cloverleaf, to reinforce him with a battalion. His ammunition supply was dwindling at a frightening rate. He had no medical supplies, and his wounded were dying from lack of attention.

He knew he could not withstand another day of American air and artillery pounding and a fresh Marine assault up the ridge. Because he had a captured American SCR-300 radio, tuned in on Marine frequencies, he knew that the 1st Battalion had relieved 2/5 along the front of Obong-ni, and he knew approximately where the companies of 1/5 were located, for the Marines talked a great deal over the air.

At last Colonel Murray had realized that Cloverleaf had to be taken before his Marines could assault Obong-ni, and late in the afternoon the 2nd Battalion, 9th Infantry, had pushed the 16th Regiment from that supporting position. The American 19th and 34th regiments were pushing attacks north of Cloverleaf against the right flank of the NKPA salient with some success.

About to be flanked, Chang Ky Dok requested permission to withdraw west of the Naktong. The request was denied.

Colonel Chang, as all senior commanders of the Inmun Gun, was a veteran of Soviet schooling and the North China wars. He knew his only hope was to shatter the American attack before it started on the 18th. He was short of men, short of food, and, worst of all, low on ammunition. But he could still place superior combat power against the thin Marine lines in front of him at places of his choosing. As dark fell 17 August, he chose to attack.

A and B Companies, 1/5 Marines, had relieved the decimated 2/5 during the late afternoon of 17 August and continued the attack. They had taken two of the knobs of the Obong-ni ridge line, and with dark, they buttoned up for the night. They

adjusted artillery on likely enemy avenues of approach, and in front of their own lines they strung wires to trip flares. They expected a strong enemy reaction by night--but they did not realize that the enemy, monitoring their radio, knew exactly how they were positioned.

At 0230 a green flare rose high over the dark and blasted mass of Obong-ni, and the night exploded into a continuous flare of light and noise. Enemy squads rushed down upon the Marines, hurling grenades and firing automatic weapons furiously. As each squad dashed forward a little way, then hit the ground, fresh squads repeated the attack.

Screaming and firing, the North Koreans pushed into A Company, passed through, and slammed against B Company's perimeter. One platoon of Able was isolated, but the separate platoon positions held together. Finally, Able was forced to retreat off its knob, moving back down the slope into a saddle.

Against Baker's perimeter the North Korean attack broke. For three quarters of an hour it was touch and go, violent, close-in fighting raging over the ridge knob. Then, gradually, the North Korean assault faltered.

Within two hours, it was growing light, and the assault ended completely as the sky brightened to the east. In the early, shadowy daylight the Marines counted almost two hundred North Korean corpses sprawled in front of the two companies' positions. The number of wounded who had crawled or been carried away could only be estimated--but the 18th Regiment was shattered beyond repair.

But the cost had not been light. Half of the Marines who had watched the evening sun go down were no longer on their feet.

With daylight, those who were took up the attack once more, following the path of the enemy's withdrawal. Soon, a machine-gun held up Able's advance.

Captain John Stevens of A called for an air strike on the gun's position. But the gun was only one hundred yards in front of his men, and Battalion HQ refused to allow the Corsairs to strike so close to its own troops. Stevens argued. He said he couldn't go forward against the dug-in fire, and he would lose men trying to withdraw. He said his own men were in holes. Finally, Battalion agreed.

The Corsairs, piloted by men who were also ground officers, took no chances. One plane marked the target with a dummy run; another whistled in with a 500-pound bomb. The hillside surrounding the NKPA machine gun blew up with a tremendous wave of sound.

Stevens' Marines pushed into the smoke and falling rock and earth. They found the gun destroyed, and gunners dead of concussion. One of their own men had been killed, too--but a few minutes later they had the hill.

While 1/5 mopped up on part of the ridge line, Colonel Murray sent 3/5 into action on its north. The 3rd Battalion moved in rapidly, almost without opposition.

Behind Obong-ni, hundreds of defeated and demoralized North Koreans were streaming westward toward the Naktong. Now the artillery forward observers and the tactical aircraft overhead

began to have a field day. Forced into the open by advancing Marines, dozens of enemy troops were brought under fire and killed.

By afternoon, 18 August, it was obvious to all that the NKPA 4th Division was in full flight. Marines and soldiers pushed westward, converging on the river, while artillery fell continuously on the Naktong crossings. Early on the 19th, Marines and troops from the 34th Infantry made contact on the riverbank; by that evening patrols could find no enemy east of the Naktong. The first battle of the Naktong Bulge had ended in complete American victory.

Less than 3,000 men of the NKPA 4th Division went back across the river. Its regiments had only from 300 to 400 effectives each. Almost equally important, the 4th Division had left its guns: 34 artillery pieces, hundreds of automatic weapons, thousands of rifles. For all practical purposes, the "Seoul" Division had been destroyed.

The fire brigade had arrived. It had been burned in the flames, but the fire was out.

It was a bitter moment for Major General Lee Kwon Mu, Hero of the North Korean State, when, on 19 August 1950, he received from Kim Il Sung the order, published several days before, that designated the 4th a Guards Division for its heroic accomplishments at Taejon."

Seminar Discussion:

- (1) What was the greatest act of courage? Was it moral courage, physical courage, or both?
- (2) What operational lessons can be drawn from the North Korean commander's possession and use of the Marine Corps radio?
- (3) Open the discussion to general comments, observations and questions.

Note: This Kind of War is one of many excellent books from the Commandant's Professional Reading List. If you appreciated this reading, other books on the Commandant's Professional Reading List will provide you with hours of reading enjoyment, and operational lessons that will improve your personal warrior skills.

c. Vietnam--From Guidebook for Marines, Fourteenth Revised Edition

"In December 1967, Marine Corporal Larry E. Smedley led his squad of six men into an ambush site west of the vital military complex at Da Nang in South Vietnam. When an estimated 100 enemy soldiers were observed carrying 122mm rocket launchers and mortars into position to launch an attack on Da Nang, Corporal

Smedley courageously led his men in a bold attack on the enemy force which outnumbered them by more than 15 to 1.

Corporal Smedley fell mortally wounded in this engagement and was later awarded the Medal of Honor for his courageous actions."

"Private First Class Melvin E. Newlin was manning a key machine gun post with four other Marines in July 1967 when a savage enemy attack nearly overran their position. Critically wounded, his comrades killed, Private Newlin propped himself against his machine gun and twice repelled the enemy attempts to overrun his position. During a third assault, he was knocked unconscious by a grenade, and the enemy, believing him dead, bypassed him and continued their attack on the main force. When he regained consciousness, he crawled back to his weapon and brought it to bear on the enemy rear, inflicting heavy casualties and causing the enemy to stop their assault on the main positions and again attack his machine gun post. Repelling two more enemy assaults, Private Newlin was awarded the Medal of Honor for his courageous refusal to surrender his position or to cease fighting because of his wounds."

"In June 1966, Staff Sergeant Jimmie E. Howard and his reconnaissance platoon of 18 men were occupying an observation post deep within enemy controlled territory in South Vietnam when they were attacked by a battalion size force of enemy soldiers. During repeated assaults on the Marine position and despite severe wounds, Staff Sergeant Howard encouraged his men and directed their fire, distributed ammunition, and directed repeated air strikes on the enemy. After a night of intense fighting which resulted in five men killed and all but one man wounded, the beleaguered platoon still held its position."

"Later, when evacuation helicopters approached the platoon's position, Staff Sergeant Howard warned them away and continued to direct air strikes and small arms fire on the enemy to ensure a secure landing zone. For his valiant leadership, courageous fighting spirit, and refusal to let his unit be beaten despite the overwhelming odds, Staff Sergeant Howard was awarded the Medal of Honor."

Seminar Discussion:

(1) Discuss the moral courage that drove Corporal Larry Smedley to attack an enemy force 15 times stronger than his own.

(2) Where do you believe courage such as Private First Class Melvin Newlin's grew from? Was it a strength that developed through training and discipline? Respect and duty to his country? Your opinions please...

(3) Discuss the courage that motivated Staff Sergeant Jimmie Howard to warn away helicopters that would take him to safety. Was this an act of moral or physical courage?

(4) Open the seminar to general comments, observations and questions.

d. Summary. Have different members of the seminar group answer the following questions, using examples from the readings as appropriate. Answering these questions as a seminar, will ensure the important points of this chapter are brought together.

(1) Define courage.

(2) Give examples of physical and moral courage.

(3) How is courage and character developed by the Marine Corps?

(4) What effect did studying examples of Marine Corps courage have on your feelings for God, Country, and the Corps? Do you feel stronger, and more capable as a warrior?

6. Appendices. None.



UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

LEADERSHIP TRAINING

"An army of deer led by one lion is more feared than an army of lions led by one deer."

1. Introduction. As SNCOs and officers, you are the leaders of the Marine Corps. The ability to lead is not inherently bred into your character, it is a skill you develop with experience.
2. Overview. The purpose of this discussion is to give you an understanding of how to effectively conduct leadership training.
3. References. MCO 5390.2.
4. Discussion Leader Notes. N/A
5. Discussion

a. Leadership training goals. The primary goal of Marine Corps leadership training is "to develop the leadership qualities of all Marines to enable them to assume progressively greater responsibilities to the Marine Corps and society." The secondary goal is to enhance mission accomplishment and troop welfare. There are several ways to accomplish this.

(1) Foster the constant application of leadership principles by all Marine leaders, particularly leadership by example.

(2) Develop proper moral and ethical behavior.

(3) Promote fair treatment for all Marines with special emphasis on equal opportunity and prevention of sexual harassment.

(4) Improve personal and performance counseling.

(5) Develop the team concept and stress teamwork in daily activities to reinforce the team concept.

(6) Improve leadership instruction in the formal schools.

b. Marine Corps' policy on leadership training. The following policies apply to all leadership training programs:

(1) Commanders are responsible for leadership training. Paragraph 1100 of the Marine Corps Manual provides the guidelines for the Marine Corps' leadership goals.

(2) All Marines, officer and enlisted, will participate in leadership training. There are no set number of hours in which leadership training can be accomplished. Most leadership training can be foreseen and scheduled in a leadership training plan.

(3) Some leadership training results from the leader's recognition of potential problems, real or perceived.

(4) Leadership training will emphasize the dignity of each individual Marine and the quality of human understanding.

(5) Leadership training will be conducted in accordance with recognized and proven traditional military techniques and principles. Commanders must guard against the employment of training techniques inconsistent with Marine Corps policies and mission-oriented approach. The techniques that are specifically forbidden are listed in detail in MCO 5390.2.

c. Responsibilities and duties of those individuals involved in leadership training. Responsibilities for leadership training are broken down into three categories. They are the duties of the commander, instructors, and trainees.

(1) Duties of the commander include developing plans and programs, providing guidance, selecting training goals, allocating resources, training instructors, and evaluating the training.

(2) Duties of the instructors encompass preparing, conducting, and evaluating the training. Additionally they are responsible to their commanding officers to report on training status, recommend activities, and gather resources.

(3) The trainee must understand the importance of the training, understand what is expected from him or her, and ensure he/she is free of mental or physical distractions. Furthermore, they must self motivated to seek opportunities to practice this leadership training.

d. Developing a leadership training plan. MCO 5390.2 requires commanders to prepare a leadership training plan. Although it does not provide a specific list of topics, it outlines the training guideline and how it will be integrated into all other training .

Because the order does not specify leadership training topics, commanders have great flexibility in selecting topics to teach. As times change, inevitably, topics change. What was once a non-issue may become an issue and something that needs to be implemented into the training plan. For example, 10 years ago, sexual harassment was not an issue. Now, after a number of recent incidents, sexual harassment has become a major issue and something that all leadership training plans address.

e. Required leadership training topics. Although MCO 5390.2 doesn't specify training topics, there are some topics that are directly related to the leadership training goals that are required by other regulations. The leader should consider including these topics in his/her leadership training plan. Not only will their inclusion enhance the accomplishment of the leadership training goals, but it will also fulfill the related training requirements. Required topics and their applicable orders are:

(1) Sexual harassment - MCO 5300.10

(2) Essential subjects - MCO 1510.2 (Includes the Code of Conduct and military law/UCMJ, history, customs, and courtesies, close order drill, interior guard.)

(3) Troop information program - MCO 1510.25 (Includes drug abuse, equal opportunity, personal affairs, character and moral education, and personal conduct.)

(4) Equal opportunity - MCO 5354.1

Periodically, additional requirements for leadership-related training are addressed in CMC White Letters, ALMARs, and messages.

f. The training plan. Any training plan should be oriented to fulfilling the Marine Corps' leadership training goals. In doing so, it should meet the unit's specific needs, fulfill each Marine's needs, and develop each Marine's leadership abilities.

There are four characteristics of a unit which indicate success or failure in the unit's leadership. They are morale, esprit de corps, discipline, and proficiency. These indicators can be used as a gauge for measuring the unit's leadership effectiveness and assist in determining its leadership training requirements. By using these indicators as an evaluation tool, leaders can determine their unit's leadership needs and develop a training program to fulfill those need.

g. Preparing the leadership plan. There are eight basic steps in developing a leadership training plan. They are:

(1) Analyze. This step is the responsibility of the commander and can be called his/her estimate of the training situation. When developing a unit's leadership training program, the analysis should consider the unit's mission, size, leadership needs (unit's and individual's), guidance from higher headquarters, desired training goals, resources available, teaching ability of instructors, and methods utilized.

(2) Plan. The commander produces a leadership training plan based on Marine Corps leadership philosophies, policy guidance, historical references, and personal experiences of the commander. Additionally, the plan needs to take into account the unit's activity schedule, operational requirements, and resources.

(3) Provide/direct. The commander provides the plan to those who need it for execution, directs them to execute the plan, and provides the resources required for its execution.

(4) Prepare/schedule/announce. The instructor receives the plan and reviews it for specific guidance and publishes the training schedule. He or she then conducts research and confirms availability of resources, supervises the rehearsals, and provides feedback to the commander.

(5) Conduct. The instructor then conducts the leadership training according to his/her schedule and resources available.

(6) Supervise/inspect. Both the commander and instructor are responsible for supervising/inspecting training. The commander supervises the program by conducting inspections during scheduled events and by observing his/her command. The instructor supervises the program by attending classes, checking

reports and records, and providing feedback to the commander for evaluation.

(7) Evaluate. The commander and the instructor must evaluate the program's effectiveness by any means available. Reviewing reports and records is not sufficient. The true evaluation stems from how much the program enhances the accomplishment of the leadership training goals by meeting the needs of the unit.

(8) Correcting. Again, both the commander and instructor are responsible for making corrections in the training program. The instructor evaluates his execution of the program, takes whatever corrective action he/she can within his/her purview, and provides feedback to the commander.

These steps are not necessarily completed in a step-by-step sequence, but are accomplished in a continuous cyclical fashion. For example, after you have conducted (implemented) the training, you supervise the implementation, evaluate the effectiveness of the training, and make corrections. You continue this process which enables you to catch errors in training content or keep up with changes.

h. Implementing leadership training. Leadership training should be accomplished using the method best lending itself to the topic and situation. The real importance lies not in the method itself, but in how well the method achieves the instructional goal. Some of the most effective methods of presenting training are given below.

(1) Lecture - This technique is good if you have a lot of information and a short period of time to present it. It is good for a specific topic or for inexperienced audiences.

(2) Guided discussion - This is used for a more in-depth discussion of a topic; or to get an answer for groups with similar rank (e.g., NCOs, SMCs, or officers); or when working on a unit problem solving situation.

(3) Panel discussion - This is used to gain insights from personnel with greater experience or a particular expertise.

(4) Case studies - A case study is used for classroom simulation to gain a more realistic learning experience. The

difficulty with this technique is available "cases" and good examples of solutions that enhance the study.

(5) Practical application - This is used for developing command presence and confidence. It allows for the trainee to get hands-on practice which translates to better understanding and ultimately, enhances learning.

(6) Social gatherings - Leadership training can be accomplished by informal gatherings of seniors and subordinates during officers' call, mess nights, and other unit activities.

Not all techniques are suitable for all subjects and audiences. Each topic must be packaged for presentation based on the needs of the unit/audience.

i. Integrating leadership training into other types of training. There are many ways to integrate leadership training into other types of training. It is up to the commander to come up with ways to combine training; integrating leadership training is limited only by the commander's imagination. Some ways to integrate leadership training are:

(1) Have subordinates perform the duties of the next higher grade or position. For example, have a platoon sergeant perform some of the duties of the company gunny, or have a squad leader perform the duties of the platoon sergeant. Not only will MOS training be accomplished, but leadership training as well.

(2) Give subordinates tasks in areas where they have expertise. For example, assign a sergeant as a rifle coach who has interest in and is an expert rifleman, or, encourage your radio operator to instruct radio procedures.

(3) Schedule exercises in a progressive manner starting at the lowest section/team level with the stated purpose of concentrating on developing leadership skills.

(4) Do not always lead yourself. Put the weakest map reader in front until he/she improves and try to give everyone a chance. Anyone who blindly follows a mistake shares in the guilt of the mistake.

j. Evaluating a leadership training program's effectiveness. The commander cannot wait for an inspector to advise that his/her leadership training program is ineffective. To properly evaluate

the program, the commander must have constant feedback so he/she can initiate appropriate corrective action. General Bruce C. Clarke, USA (Ret), "A Study in Leadership and Training," provides a few words of advice that are appropriate:

An organization does well only those things the boss checks.

You have to go after the facts. They won't come to your office.

Learn to be a good competent inspector. Those things not inspected are neglected.

Good training starts with good training management.

The commander has records to aid in evaluating or recording the unit's leadership training. The leadership training order states that, "Commanders will maintain only such records as they deem necessary to conduct and manage leadership training within their unit." Some suggestions are:

- (1) Maintain a leadership training plan
- (2) Publish a schedule of leadership classes, to include topics, hours, and instructors
- (3) Maintain a file of attendance rosters
- (4) Maintain a file for lesson guides and training aids
- (5) Schedule concurrent/integrated leadership exercises/classes
- (6) Records can be studied and compared to the master plan as an indication of whether the plan is being executed as planned, who is being or has been trained, and what subjects are being covered or emphasized. These records cannot provide a complete evaluation of the training program's effectiveness. In addition, the commander must observe the unit in action on a daily basis and receive feedback from his subordinates to get a more accurate picture of the effectiveness of the training program.

6. Summary. Leadership training is not merely a skill but an art. Due to the diverse roles and mission of the Marine Corps, Commanders must pay special attention to the leadership needs of their subordinates. It is critical to both morale and unit

effectiveness that leadership training be implemented into a unit's training schedule.

6. Appendices N/A

UNITED STATES MARINE CORPS
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DISCUSSING FAMILY READINESS

1. Introduction. Members of the United States Marine Corps are in a continuous state of readiness. When you became a member of the Corps, you made a commitment to protect, honor and serve your country. That commitment includes the possibility of overseas deployments and operational deployments on short notice such as the Desert Shield/Desert Storm Operation. Family readiness and unit readiness go hand in hand. They are inseparable and cannot exist without each other. Family readiness is the personal responsibility of each and every Marine. It takes time and effort to make sure your loved ones are ready for your deployment. That effort is rewarded with the peace of mind that comes from knowing that your loved ones and your property are secure. Every Marine can benefit from making plans and arrangements for the care of loved ones' financial matters, legal matters, and medical needs. Family readiness plus unit readiness equals mission accomplishment.

2. Overview. The purpose of this discussion guide is to emphasize and reinforce that family readiness is the **personal responsibility** of each and every Marine, not just commanders.

3. References

Mission: Readiness, A Personal and Family Guide
What's Next, A Guide to Family Readiness for the U.S. Marine Corps

4. Discussion Leader Notes

a. In preparing for this discussion, review in detail the references identified in paragraph 3 and any other directives your command may have on family readiness. It would also be a good idea to talk to your Key Volunteer representative and receive a brief on your unit's Key Volunteer Program. There will undoubtedly be questions raised during the discussion on the role that the Key Volunteers play during the deployment. Visit the Family Services Center and familiarize yourself with the services they provide before, during, and after the deployment. The references used to create this discussion guide can be found at

the Family Service Center. The better prepared you are, the more successful and informative your discussion will be.

b. Remember, the emphasis of this discussion should be on personal responsibility for family readiness. All too often, Marines get the idea that it is a command responsibility to prepare their families for deployment. Emphasize that it is the command's responsibility to provide the time and the tools to prepare, but it's the individual Marine who must ultimately get the job done.

5. Discussion

a. Pre-deployment Phase. What should I do to prepare my family for deployment? This is the question most prevalent in the minds of young Marines, whether they are married or not. Most are having a difficult time adjusting to military life in general. The prospect of having to deploy and leave behind a young wife and child and/or personal property can be scary. The answer to the question and the key to successful preparation is a Readiness Checklist. The Readiness Checklist that will be used in this discussion guide can be found in the first reference. In order to generate discussion on these topics and not turn the discussion into a lecture, ask your Marines what they think should be included in each section. At the conclusion of each section provide them with the list so they have it for future reference. A good readiness checklist should include (at a minimum) sections on:

(1) Personal matters, such as:

(a) Complete a personal information page.

(b) Discuss communication during deployment.

(c) Contact the Family Service Center and Key Volunteer Network.

(d) Prepare a Family Care Plan.

(e) Obtain or update ID cards for each family member.

(f) Complete an Emergency Information Worksheet.

(g) Discuss feelings and include children in the discussion.

(h) Discuss benefits and assistance.

(2) Legal matters, such as:

(a) Create or update a will.

(b) Designate a power of attorney (discuss different types of power of attorney and the dangers of issuing a general power of attorney).

(c) Complete an estate plan (an estate plan allows you to decide how your property will be transferred in the event of your death).

(d) Designate legal guardians for children.

(e) Complete a Personal and Family Documents Worksheet.

(f) Safely store important documents.

(g) Complete a property worksheet.

(h) Make sure your Record of Emergency Data is accurate.

(3) Financial Matters, such as:

(a) Discuss financial matters with loved ones.

(b) Establish needed allotments.

(c) Develop a budget and stick to it.

(d) Make sure SGLI is updated (it should be crystal clear in the minds of every Marine where the money goes in the event of their death. If the Marines have not elected the full coverage of \$200,000, stress the importance of doing so and make them understand that \$100,000 does not go far in today's economy. The bottom line should be; take care of the family).

(e) Make sure every family member is enrolled in DEERS.

(f) Learn about local medical and dental care.

(g) Make arrangements for paying bills (especially single Marines).

(4) Practical matters, such as:

(a) Put security measures in place.

(b) Check smoke detectors and replace batteries, as needed.

(c) Make sure appliances are in good repair. Find a reputable repairman in your area in case repairs are needed. Remember, for the most part this will be a stranger entering your home while you are gone. Do some research.

(d) Make sure automobiles are in good repair. Find a reputable service center in your area in case repairs are needed. Fly-by-night service centers who advertise great deals for service generally make up their loss in unwarranted repairs. Do some research.

(e) Make arrangements for moving if necessary. If you are on a base housing list, Murphy's Law dictates that your house will become available while you are deployed. Nothing can ruin your spouse's joy of getting a home faster than being unprepared for this situation. Visit your base housing office and find out if housing may become available during your deployment. Visit the Transportation Management Office with your spouse so he/she knows who to go to in the event that you have to move during the deployment.

(f) Make a list of health care providers who handle Champus or Tri-Care and United Concordia Dental claims.

b. Deployment Phase. The key to success during this phase is communication. An overseas deployment can be an exciting time for a young Marine who has never traveled abroad. His or her whole world is opening up before them and it can be a great experience. Meanwhile, back on the homefront, mom or dad is handling the daily stresses of taking care of a family. In the

case of single Marines, there are parents who are worried about the safety of their son or daughter who is in a foreign land, possibly in harm's way. Marines need to always be cognizant of those they left behind. The surest way to alleviate the fear of family members is communication. Communication can take place through a number of different means. The following are a few examples that are time-tested:

(1) Letters--most people hate to write however, this is the most inexpensive and least inconvenient form of communication. Sometimes a simple note that says, "I'm doing well. I love you and miss you" is all that it takes.

(2) Gifts--a little inexpensive gift from a foreign country will go a long way towards letting a loved one know you are thinking of them.

(3) Phone Calls--phone calls can be expensive and often, young Marines go into debt by abusing their phone card. This is the best form of communication when tempered by common sense.

(4) Audio and videocassettes--someone in the unit will have an audio or videocassette recorder. Purchase a blank tape and send an audio message home or videotape some of the places you have been. Include yourself in the tape. This is particularly effective with children who don't understand where their parent has gone.

(5) Photos and art--these can serve the same purpose as a video if a recorder is not available.

(6) Messages--can be sent through a number of means which include:

(a) E-mail

(b) Western-Union

(c) The Red Cross (reserved for emergency only)

(d) MARS Gram

c. Post deployment. Post deployment can be just as stressful on families as pre-deployment. Take it slow. Marines need to understand that things have changed. Spouses

(particularly wives) have been forced to attain a level of independence that allowed them to accomplish the duties of both parents. Routines have been established that will take time to adjust. Do not force things back to the way they "used to be." This can create resentment and ruin the homecoming. Children have changed and need time to adjust to the changing situation. Six months or a year to a child is a lifetime. Easing oneself back into his/her former role can reduce confusion on the part of the child. There will be plenty of time to talk about the deployment in the days to come. Listen to your spouse.

d. Summary. Young Marines often view themselves as "indestructible." Belonging to the world's greatest fighting force, training, and the simple fact that they are young, are all contributors to this attitude. In preparing for deployment, they are sometimes hesitant to deal with issues and concerns that relate to their death and how their family will be cared for in the event of their death. Marine Corps leaders at all levels must force the issue and ensure that all Marines understand that family readiness is a personal responsibility.

6. Appendices. None

UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

DEFINITIONS: To ensure uniformity of understanding of the terms that have special significance and/or meaning relative to the Marine Corps Values Program and the provisions of this manual, the following definitions are provided. (Terms that have special meaning relative to specific chapters of this manual are defined in those chapters.)

Action Steps. Task-oriented steps; manageable and logically sequenced tasks; the effort required to achieve the objective.

Affirmative Action (AA). Methods used to achieve the objectives of the Military Equal Opportunity (MEO) program. Processes, activities, and systems designed to prevent, identify, and eliminate unlawful discriminatory treatment as it affects the recruitment, training, assignment, utilization, promotion, and retention of military personnel.

Affirmative Action Plan (AAP). A management document consisting of formalized affirmative actions that contain quantifiable goals and milestones, utilized to create movement towards the accomplishment of equal opportunity program objectives.

Analysis of Variance. Summary of specific problems encountered, actions taken during the reporting period to counter problems, and additional resources needed for goal achievement.

Bedrock. Fundamental principles.

Bias. A mental leaning or inclination: partiality: prejudice.

Category. A specifically defined division in a system of classification.

Character. Character is that set of peculiar qualities impressed by nature or habit on a person which distinguish him or her from others.

Character Development. Is the process of drawing out of or impressing a set of peculiar qualities on a person, which distinguish him or her from others.

Commitment. The spirit of determination and dedication within members of a force of arms that leads to professionalism and mastery of the art of war. It leads to the highest order of discipline for unit and self; it is the ingredient that enables 24-hour a day dedication to the Corps and Country; pride; concern for others; and an unrelenting determination to achieve a standard of excellence in every endeavor. Commitment is the value that establishes the Marine as the warrior and citizen others strive to emulate.

Confidence. A feeling of assurance; of self-assurance.

Cornerstone. The indispensable and fundamental basis.

Courage. The heart of our Marine Corps Core Values, courage is the mental, moral, and physical strength ingrained in Marines to carry them through the challenges of combat and the mastery of fear; to do what is right; to adhere to a higher standard of personal conduct; to lead by example, and to make tough decisions under stress and pressure. It is the inner strength that enables a Marine to take that extra step.

Discipline. Training expected to produce a specific type of pattern of behavior; training that produces mental or moral improvement.

Discrimination. An act, policy or procedure that arbitrarily denies equal opportunity because of race, color, religion, sex, age or national origin to an individual or group of individuals.

Ethics. A principle of right or good behavior. The rules or standards of conduct governing the members of a profession.

Equal Employment Opportunity (EEO) Program. The comprehensive program through which the Marine Corps implements its policy to provide equal opportunity in employment for all qualified civilian personnel.

Equal Opportunity. The right of all persons to participate in, and benefit from, programs and activities for which they are qualified. These programs and activities shall be free from social, personal, or institutional barriers that prevent people from rising to the highest level of responsibility possible. Persons shall be evaluated on individual merit, fitness, and capability, regardless of race, color, sex, national origin, or religion.

Equal opportunity in Off-Base Housing. The portion of the Marine Corps Equal Opportunity Program that supports the Department of Defense (DoD) and the Marine Corps goal to eliminate discrimination against military and DoD civilian personnel in off-base housing worldwide.

Equal Opportunity Program. The cumulative efforts and actions of Marines to achieve equal opportunity. These efforts range from positive and planned actions to attain stated equal opportunity objectives, goals and or milestones outlined in a formalized Affirmative Action Plan to the integration of equal opportunity considerations into the decision making process of management and command actions.

Ethnic Group. A segment of the population that possesses common characteristics and a cultural or natural heritage significantly different from the general population.

Human Relations. The social relations between human beings; a course, study or program designed to develop better interpersonal and intergroup adjustments.

Goal. The objective toward which an endeavor is directed.

Honor. The bedrock of our character. The quality that guides Marines to exemplify the ultimate in ethical and moral behavior; never to lie, cheat, or steal; to abide by an uncompromising code of integrity; to respect human dignity; to have concern and respect for each other. The quality of maturity, dedication, trust, and dependability that commits Marines to act responsibly; to be accountable for actions; to fulfill obligations; and to hold others accountable for their actions.

Individual Actions. Voluntary efforts by Marines to apply their leadership training outside the classroom, beyond what is normally expected of their grades and duty assignment.

Institutional Discrimination. Policies, procedures and practices which, intentionally or unintentionally, lead to different treatment of selected identifiable groups, and which, through usage and custom, have attained official or semiofficial acceptance in the routine functioning of the organization/institution.

Integrity. Firm adherence to a code or standard of values.

Judgment. The capacity to make sound and reasonable decisions: good sense.

Leadership. Capacity or ability to lead.

Marine Character. The character of a Marine is unique among the citizens of the world. What makes Marines different is a specific combination of common building blocks, yet the individual personality of each is preserved. Marine Character is a blend of the natural qualities the individual possess that are reinforced by the inculcation of a heritage and tradition-rich set of values which have served Marines well for more than 220 years.

Mentor. A wise and trusted teacher or counselor.

Milestones. Measurements of projected progress in terms of quantifiable values or points in time when a task should be accomplished.

Minority. A group differing from the predominant section of a larger group in one or more characteristics, e. g. ethnic background, language, culture or religion, and as a result often subjected to differential treatment. Race and ethnic codes of a minorities are published in the current edition of MCO P1080.20(JUMPS/MMSCODESMAN).

Mission. A combat operation assigned to an individual or unit.

Moral. Of or concerned with the principles of right and wrong in relation to human action and character.

Objective. Defines the basic result desired.

Philosophy. A system of fundamental or motivating principles: basis of action or belief.

Physical. Of or relating to the body.

Prejudice. The holding of a judgment or opinion without regard to pertinent fact--typically expressed in suspicion, fear, hostility, or intolerance of certain people, customs, and ideas.

Principles. A rule or standard of good behavior; moral or ethical standards or judgments as a whole.

Proposed Corrective Action. Identifiable corrective plan for the achievement of a goal.

Quota. A proportional share; the highest number or proportion of people, permitted admission.

Race. A division of human beings identified by the possession of traits that are transmissible by descent and that are sufficient to characterized persons possessing these traits as a distinctive human genotype.

Religion. A personal set or institutionalized system of attitudes, moral or ethical beliefs, and practices that are held with the strength of traditional religious views, characterized by ardor and faith, and generally evidenced through specific religious observances.

Reprisal. Taking or threatening to take an unfavorable personnel action or withholding or threatening to withhold a favorable personnel action, or any other act of retaliation. Against a military member for making or preparing a protected communication.

Sexual Harassment. Influencing, offering to influence, or threatening the career, pay, or job of another person in exchange for sexual favors; or deliberate or repeated offensive comments, gestures, or physical contact of sexual nature in a work or work-related environment.

Whole Marine Development Concept. The concept of centralizing, consolidating, and coordinating the implementation of all those programs, policies, directives, and initiatives that affect the character development of the individual Marine.

Social. Living in an organized group.

Spiritual. Of, relating to, consisting of, or having the nature of spirit; of concern with or affecting the soul.

Trust. Total confidence in the integrity, ability, and good character of another.

Values. Principles, standards, or qualities.

Violate. To break (the law) intentionally or unintentionally, to injure the person or property of.

Vision. The way in which one sees or conceives of something.

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